



Social Justice Education in America: Charts

NATIONAL
ASSOCIATION
of SCHOLARS

David Randall
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Chart 1: Mission Statements

Institution	Mission Statements	Quotation
Antioch University, Los Angeles (CA)	Our Mission	"Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice. ... The University maintains a historic commitment to promoting social justice and the common good. Students graduate from Antioch University with a heightened sense of their power and purpose as scholars, practitioners, and global citizens."
Arizona State University (AZ)	ASU Mission & Goals	"Maintain university accessibility to match Arizona's socioeconomic diversity."
Cabrini University (PA)	Cabrini's Mission	"Cabrini University is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice."
Eastern Kentucky University (KY)	Vision, Mission and Values	"Cultural competency, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas."
Evergreen State College (WA)	Evergreen's Mission	"Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest."
George Mason University (VA)	Mason Vision	"Diversity Is Our Strength. We include and embrace a multitude of people and ideas in everything we do and respect differences."
Gonzaga University (WA)	Mission Statement and Values	"The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet."
Hamline University (MN)	Mission and History	"Create a diverse and inclusive learning environment. Champion justice and positive change."

Kansas State University (KS)	Kansas State University Mission	"The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve."
Merrimack College (MA)	Mission	"Engage other educational institutions, industry and agencies of social change in collaborative efforts fostering a just, peaceful and sustainable world."
Miami University of Ohio (OH)	Mission Statement	"As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected."
Occidental College (CA)	Mission	"Respect for and the practice of justice, fairness and integrity—the belief that no attribute such as race, ethnicity, gender, religion, socioeconomic status, sexual orientation, age or physical ability should impair anyone's access to or enjoyment of any feature of Occidental College. Thus equity necessarily entails welcoming the presence of all forms of diversity into the pursuit of excellence."
Pacific University (OR)	Mission	"A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world."
Pennsylvania State University Harrisburg (PA)	Values and Principles Statement	"Commitment to diversity and an appreciation for the perspectives and talents of each individual"
Prescott College (AZ)	History, Values and Vision	"Over a half-century of leadership in developing and refining such new educational models has kept Prescott College at the forefront of schools seeking to address the urgent issues that face human societies right now. The themes students and faculty have identified over time as central to this effort include environmental awareness, social justice and peace studies, sustainable communities and sustainable agriculture, outdoor leadership, teacher preparation that includes multicultural education, and artistic and critical response to the issues of our world."
Roosevelt University (IL)	University Commitment to Social Justice	"Roosevelt University is a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities."

San Francisco State University (CA)	San Francisco State University Mission Statement	"With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective."
Southern Connecticut State University (CT)	Mission Statement	"As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good."
Southern Oregon University (OR)	Vision, Mission & Values	"Southern Oregon University will become an inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose. ... We foster access, equity, inclusion and diversity in thought and practice."
Stony Brook, SUNY (NY)	Stony Brook University Mission Statement	"Celebrating diversity and positioning the University in the global community."
University of Alabama Birmingham (AL)	UAB's Strategic Plan	"Model successful engagement opportunities by students, faculty and staff around issues related to social consciousness, global citizenship and leadership."
University of Colorado Boulder (CO)	Mission, Guiding Principles and Vision Statement	"Through collaboration, innovation, technology and entrepreneurship, CU will expand student success, diversity and the economic foundation of the State of Colorado."
University of Iowa (IA)	Purpose and Mission	"In planning, setting priorities, and carrying out every aspect of its mission, The University of Iowa is guided by seven interdependent commitments: ... Diversity."
University of Michigan (MI)	Mission and Integrity	"We celebrate and promote diversity in all its forms, seeking the understanding and perspective that distinct life experiences bring."
University of Minnesota (MN)	Mission Statement	"Teaching and Learning - To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as nondegree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world."

University of Montana (MT)	Mission Statements	"We integrate the liberal arts and sciences into undergraduate, graduate, and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities."
University of Pennsylvania (PA)	Introduction to Penn	"Penn is committed to creating a community of students, scholars, and staff that reflects the diversity of the world we live in. ... At Penn, civic engagement is an integral part of campus life."
University of Toledo (OH)	Mission, Vision, and Values	"Diversity"
University of Washington (WA)	Vision & Values	"The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship."
Washington State University (WA)	Vision, Mission, and Values	"Diversity and Global Citizenship: We embrace a worldview that recognizes and values the importance of domestic and global diversity, global interdependence, and sustainability."

Chart 2: Special Commitments

Institution	Special Commitments	Quotation
Antioch University, Los Angeles (CA)	Inclusion & Diversity Statement of Commitment	"In radical recognition of our mission and purpose, we pledge to actively engage in ongoing development as a wholly inclusive community. To this end we will consistently, deliberately and systematically strive to be appropriately responsive to the myriad dimensions of human diversity, such that none are marginalized and all experience justice and empowerment."
Barnard College (NY)	Diversity and Inclusion	"Now more than ever, the success of our mission depends on the extent to which our community is diverse, inclusive, and equitable. We know that academic excellence is impossible without the unique perspectives, ideas, approaches, and contributions that come from having the broadest diversity of students, faculty, and staff across the College. Our definition of diversity encompasses structural and social differences that form the basis of inequality in our society, including race, ethnicity, gender, sexuality, socioeconomic class, disability, religion, citizenship status, and country of origin. Moreover, our concern is with how differences in power and possibilities align with social categories and identities, and how these differences distinguish individuals and groups in ways that privilege some and constrain others."
Belmont University (TN)	Affirmative Action Plan	"Belmont University strives to become more diverse purposefully and equitably. The Provost's Office and the Office of Human Resources together dedicate budget monies to diversifying faculty searches and staff recruitment. As we endeavor to increase diversity on our faculty and staff, the Human Resources staff is available as a special resource to searches and recruitment efforts."

<p>Brandeis University (MA)</p>	<p>Diversity Statement</p>	<p>“Established in 1948 as a model of ethnic and religious pluralism, Brandeis University:</p> <p>Considers social justice central to its mission as a nonsectarian university founded by members of the American Jewish community.</p> <p>Aims to engage members of our community as active citizens in a multicultural world.</p> <p>Seeks to build an academic community whose members have diverse cultures, backgrounds and life experiences.</p> <p>Believes that diverse backgrounds and ideas are crucial to academic excellence.</p> <p>Recognizes the need to analyze and address the ways in which social, cultural and economic inequalities affect power and privilege in the larger society and at Brandeis itself.</p> <p>Honors freedom of expression and civility of discourse as fundamental educational cornerstones.</p> <p>Seeks to safeguard the safety, dignity and well-being of all its members.</p> <p>Endeavors to foster a just and inclusive campus culture that embraces the diversity of the larger society.”</p>
<p>Brooklyn College, CUNY (NY)</p>	<p>Commitment to Diversity</p>	<p>“At Brooklyn College, every student and employee has the right to use bathrooms and other facilities consistent with their gender identity or expression. We have recently mapped the entire campus for facilities and are revising applicable signage so that all single-stall restrooms are labeled for any gender. Pursuant to CUNY guidance, we are also planning to add clarifying signage to multi-stall bathrooms.”</p>
<p>Cabrini University (PA)</p>	<p>Cabrini University Statement of Inclusivity</p>	<p>“We strive to create a community free from bias, a community that enhances each person’s ability to learn and work in an environment where diversity is both embraced and valued. At Cabrini diversity includes individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, and religion). Inclusion is the active, intentional, and ongoing engagement with diversity.”</p>
<p>Eastern Kentucky University (KY)</p>	<p>EKU Comprehensive Diversity Plan</p>	<p>“We believe that it is the duty of Eastern Kentucky University to promote an understanding of the benefits of higher education and social justice to the citizens of southeastern Kentucky, the Commonwealth of Kentucky, the nation, and the world. An emphasis on civic responsibility teaches our students the value of democratic decision-making, participatory democracy, and active citizenship.”</p>

Lafayette College (PA)	Diversity Statement	"Lafayette College is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. The College seeks to promote diversity in its many manifestations. These include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability, and place of origin."
Marquette University (WI)	Statement on Human Dignity and Diversity	"Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world. Through our admissions and employment policies and practices, our curricular and co-curricular offerings, and our welcoming and caring campus environment, Marquette seeks to become a more diverse and inclusive academic community dedicated to the promotion of justice."
Merrimack College (MA)	Statement on Diversity	"As an educational community committed to dynamic, active teaching and learning, our curricular and cocurricular structures and programs must ensure that diverse voices are heard and oppressed groups empowered as partners in our common journey through knowledge to wisdom."
Miami University of Ohio (OH)	Diversity and Inclusion Statement	"Creating and sustaining a diverse and inclusive environment where active and successful engagement occurs across difference requires effective policy and practice."
Ohio Wesleyan University (OH)	Diversity, Equity, and Inclusion Policy Statement	"An institutional vision, leadership, and commitment to diversity, equity, and inclusion that fosters and advocates systemic change."
Pepperdine University (CA)	Christian Rationale for Diversity	"Diversity is central to our mission and is essential to the health of our institution. A diverse university community of students, faculty, staff and board members enriches the learning experience for all, and prepares us for the multi-cultural world in which we reside."

<p>Prescott College (AZ)</p>	<p>Diversity and Inclusion</p>	<p>"Prescott College is a pluralistic community where respect for differences and dialogue are key aspects of true experiential education. At Prescott College diversity in race, ethnicity, class, age, ability, religious belief, sexual orientation, and gender are respected and celebrated as we actively seek understanding across lines of difference. ... A significant component of Prescott College's realizing its commitment to Diversity & Inclusion emerges in the inspirational scholar activism of our students. Working with our local, state, national, and international communities, our learners create and implement projects, which epitomize academic applications of partnership and justice. Whether it's organizing youth praxis conferences, offering empowerment programming for adolescent women, facilitating educational camps for LGBTQ teens, or hosting initiatives of intercultural solidarity (to name just a few), our students lead the way with their visionary, innovative work."</p>
<p>Saint Mary's College of California (CA)</p>	<p>Inclusive Excellence</p>	<p>"We envision a community that goes beyond tolerance of differences to one guided by social justice, cultural competence and engaged citizenship."</p>
<p>Stony Brook, SUNY (NY)</p>	<p>Diversity at Stony Brook</p>	<p>"We aspire to treat all with dignity and respect as we embrace diversity, equity and inclusion from an intersectional perspective that considers race, ethnicity, sex, gender, sexual orientation, age, religion, ability, socioeconomic status, veteran status and national origin."</p>
<p>University of Minnesota (MN)</p>	<p>Office for Equity and Diversity: Mission, Vision, & Values</p>	<p>"Our commitment to social justice drives and grounds our work so that everything we do continuously fosters excellence through shared responsibility for:</p> <p>Access and Inclusion: continuously preparing, inviting, and welcoming people to an environment where all have the opportunity to thrive at the University and beyond.</p> <p>Community: creating equitable and collaborative partnerships to better work together within and outside the University towards shared goals.</p> <p>Education and Learning: actively and intentionally using models and practices that incorporate content that reflects diverse ways of knowing, being and experiencing the world.</p> <p>Sustainable Transformation: engaging in continuous individual and institutional reflection and collaboration to build capacity and integrate what we learn into our culture and infrastructure.</p> <p>Accountability: evaluating and assessing progress towards realization of the University's vision for equity and diversity."</p>

<p>University of North Carolina Chapel Hill (NC)</p>	<p>UNC's Commitment to Diversity and Inclusion</p>	<p>"UNC's commitment to inclusive excellence began in the 1960s through the support of minority programming and continues today through the work of the University Office for Diversity and Inclusion (D&I). The office is led by the associate vice chancellor for diversity and inclusion, who serves as the chief diversity officer and advises the University community on diversity policies and issues. The office collaborates with University officers and campus units to identify and implement strategies and initiatives for achieving the core values with respect to diversity and the goal of increased diversity among students, staff, and faculty."</p>
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<p>Whitman College (WA)</p>	<p>Statement on the Value of Diversity</p>	<p>"Diversity is fundamentally important to the character and mission of Whitman College. Diversity enriches our community and enhances intellectual and personal growth. We seek to provide a challenging liberal arts experience for our students that prepares them for citizenship in the global community. By sustaining a diverse community, we strive to ensure that all individuals are valued and respected and that intellectual and personal growth are enriched because of our differences."</p>
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Chart 3: General Education Requirements

Course Requirements	Description	Sample Social Justice Courses
Arizona State University (AZ)		
Cultural Diversity in the United States	<p>“The objective of the cultural diversity (C) requirement is to promote awareness and appreciation of cultural diversity within the contemporary U.S. This is accomplished through the study of the cultural, social or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present and future and also help students achieve greater mutual understanding and respect.”</p>	<p>AFR 212 <i>Introduction to Ethnic Studies in the U.S.</i></p> <p>AFR 350 <i>Inequality and Diversity in Education</i></p> <p>AIS 480 <i>Actualizing Decolonization</i></p> <p>AMS 380 <i>Race, Gender, and Class</i></p> <p>CAP 220 <i>Self in a Multicultural Society</i></p> <p>CRD 302 <i>Inclusive Community Development</i></p> <p>FIS 444 <i>Environment and Justice</i></p> <p>JUS 235 <i>Disability, Justice and Advocacy</i></p> <p>OGL 350 <i>Diversity and Organizations</i></p> <p>SWU 374 <i>Diversity and Oppression in a Social Work Context</i></p> <p>TCL 490 <i>Transborder Queer Performativity</i></p> <p>USL 210 <i>Service Learning: Intro to Diverse Community Issues</i></p>
Global Awareness	<p>“The objective of the global awareness (G) requirement is to help students recognize the need for an understanding of the values, elements and social processes of cultures other than those of the U.S. The global awareness area includes courses that recognize other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.”</p>	<p>AFR 301 <i>Race and Racism in Africa/African Diaspora</i></p> <p>COM 463 <i>Intercultural Communication in a Global Context</i></p> <p>IAP 464 <i>Media and Diversity</i></p> <p>JHR 100 <i>Introduction to Social Justice and Human Rights</i></p> <p>JHR 305 <i>Theory and Practice of Social Justice and Human Rights</i></p> <p>JUS 456 <i>Human Rights and Sustainability</i></p> <p>PAX 230 <i>Introduction to Peace Studies</i></p> <p>POS 464 <i>Border Cities: Action Research on Globalization</i></p> <p>SGS 325 <i>Globalization and Socio-Economic Justice</i></p> <p>SOC 445 <i>Globalization, Development, and Resistance</i></p>

Barnard College (NY)

[Thinking Locally— New York City](#)

“This requirement encourages students to situate themselves in a local context. In this respect, New York is not just the backdrop of their undergraduate experience, but is equally a rich and diverse object of study in its own right. New York is both a wholly distinctive metropolis and a microcosm of contemporary world experience. The requirement can be met through the study of many topics, from the literature of the Harlem Renaissance to the ecosystems of the Hudson River, from the history of urban planning to the architecture of the Gilded Age.”

EESC-UN2330 *Science for Sustainable Development*

ENGL-BC3123 *Rhetorical Choices: Public Speaking*

SOCI-BC3907 *Communities and Social Change*

URBS-UN3450 *Neighborhood & Community Development*

WMST-BC2150 *Practicing Intersectionality*

WMST-UN3915 *Gender & Power Transnational Perspectives*

WMST-V3312 *Theorizing Activism*

[Thinking through Global Inquiry](#)

“This requirement asks students to engage with topics across the disciplines that consider the dynamic global relationships among people, ideas, artifacts, or physical phenomena. The subjects or objects of inquiry will span multiple regions, nations, cultures, ethnicities, races, religions, histories, or art forms. This requirement will encourage students to expand their perspectives on the world and their place in it, while complementing the Thinking Locally—New York City mode to highlight the ways in which global engagement involves a consideration of the local, as well as the global.”

AMST-BC3707 *Global Radicalism*

CPLT-BC3123 *Friend/Foe? World Literature & Justice*

EESC-UN2330 *Science for Sustainable Development*

PORT-UN3300 *Sexualidades LGTB No Brasil*

SDEV-UN2300 *Challenges of Sustainable Development*

WMST-BC3132 *Gendered Controversies*

[Thinking about
Social Difference](#)

“This requirement encourages students to engage with disparities of power and resources in all of their manifestations, including but not limited to access to economic or natural resources, political rights, social status, and cultural expression. Areas of study may include race, ethnicity, class, gender, sexuality, ability, nationality, or religion and their intersections within contemporary and historical experience.”

AMST-BC1040 *Incarcerating the Crisis*

AMST-BC1041 *Critical Ethnicity & Race*

SOCI-UN3207 *Music, Race & Identity*

SOCI-BC3907 *Communities and Social Change*

WMST-BC2150 *Practicing Intersectionality*

WMST-V3312 *Theorizing Activism*

WMST-BC3530 *Feminist Media Theory*

[Ethics and Values](#)

“One course on the nature and demands of ethical reasoning and the ways in which individuals and communities articulate and embody their values both in reasoning and in practice. These courses recognize that contemporary and historical moral problems are often complex and unresolved.”

WMST-BC2150 *Practicing Intersectionality*

[Social Analysis](#)

“One course that prepares students to analyze societies and social categories using systematic theoretical and empirical inquiry. These courses must critically and constructively evaluate social structures and practices.”

AMST-BC1040 *Incarcerating the Crisis*

URBS-UN3450 *Neighborhood & Community Development*

WMST-BC2150 *Practicing Intersectionality*

[Convocation Program: Global Citizenship, Leadership, Diversity & the Professions \(GCLDP\)](#)

“Events in this category should provide educational and formative opportunities for Belmont students related to their sense of self, purpose or role in their local communities and in the global community. Events in this category must meet one or more of the following criteria:
 Pertain to digital, local, regional, national and/or global citizenship.
 Pertain to leadership or leadership development.
 Pertain to professional development or the development of professions.
 Pertain to the understanding and appreciation of cultural and human diversity.”

[Convocation Program: Community Service & Reflection \(CSR\)](#)

“CSR credits must be earned through active participation in individual or group community service which is 1) not required as part of an academic requirement or honor society/ service organization and 2) does not offer remuneration (pay, goods, services, future career advancement, etc.) to the student and/ or 3) occurs on behalf of an external non-profit/charitable organization or through Get Connected. ”

Berea College (KY)

[GSTR 210: Writing Seminar II: Identity and Diversity in the United States](#)

“Students who successfully complete GSTR 210 will: ... understand issues related to race, gender, class and Appalachia in a national context.”

[Active Learning Experience](#)

“The Active Learning Experience (ALE) is an opportunity for students to explore interconnections among various venues for learning—courses, labor, service, research, internships, etc.”

Brandeis University (MA)

[Diversity, Equity and Inclusion Studies in the United States](#)

“To be active and productive participants in a society undergoing significant ethno-racial, political, environmental and cultural change, students will need to understand the important role that a commitment to social justice has played in the advancement of the United States. They will also need to address the role that inequality has played in the country’s formation and continues to play in its development. ... Learning Goals

Articulate evidence-based understandings of difference and how they work within frameworks of social hierarchy in the United States

Increase one’s ability to learn from, and demonstrate respect towards, different peoples, cultures, and world-views

Identify historical and contemporary strategies to address issues of social justice in the United States

Examine US political, economic, legal, educational, environmental, social, religious, and cultural institutions, values and practices and their historical and contemporary impact in shaping power, privilege and disadvantage.”

<p>Difference and Justice in the World</p>	<p>“Learning Goals Increase one’s ability to understand different perspectives and learn from peoples, cultures, and world-views different from those that are familiar Develop skills to engage in comparative analyses of how historical legacies have shaped contemporary global and environmental realities Understand global, transnational and interconnected issues of social justice beyond the United States Evaluate strategies that address relevant challenges of global or local significance Promote alternative non-traditional ways of knowing that challenge conventional disciplinary logics”</p>	
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Brooklyn College, CUNY (NY)

<p>World Cultures & Global Issues</p>		<p>AFST 3135 <i>Black Political Identity in a Transnational Context</i></p> <p>CLAS 3245 <i>Comparative Identity Politics: The Ancient Mediterranean & the Modern World</i></p> <p>ENGL 2008 <i>The Quest for Ethnic, Cultural, & National Identities in Literature</i></p>
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[U.S. Experience in Its Diversity](#)

AMST 1010 *American Identities*

ANTH 3135 *The American Urban Experience: Anthropological Perspectives*

ENGL 2001 *Literature, Ethnicity, & Immigration*

POLS 1230 *People, Power, & Politics*

PRLS 1001 *Introduction to Puerto Rican & Latin@ Studies*

SEED 1001 *Critical Issues in U.S. Education*

SPCL 3000 *LGBTQ Youth in Educational Contexts*

WGST 1001 *Introduction to Women’s Studies: Sex, Gender, & Power*

Cabrini University (PA)

Justice Matters

“Cabrini’s core curriculum, Justice Matters, develops a common core of knowledge and connects the theory and practice of social justice to each student’s major. ... It defines the contemporary Cabrinian education through academic excellence, social justice, and transformational learning.”

“Engagements with the Common Good: A three-year, three-course sequence that raises awareness of social problems, explores their root causes, involves students hands-on in social justice issues, and connects the theory and practice of social justice to each student’s major.”

“During ECG 100, students will: ... reflect upon and critique their disposition toward social justice, especially in light of the Mission of Cabrini University.”

“[ECG 200] ... This experiential, writing-intensive course explores—through texts and community partnerships—how power, privilege, and difference affect solidarity, equality, and dignity; the essential elements of the Common Good.”

“[ECG 300] ... This experiential, writing-intensive course helps students utilize their assets and the assets of community partners (local or global) in the pursuit of social justice.”

“Values ... Responsibility for Social Justice.”

California State University Northridge (CA)

Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages

“Comparative Cultural Studies coursework provides students with an introduction to the cultures and languages of other nations and peoples, the contributions and perspectives of cultures other than their own, and how gender is viewed in these cultures. ”

AFRS 320 *African-American Personality Development*

ANTH 345 *Diversity in the United States*

CHS 365 *Third World Women and the Chicana*

COMS 356 *Intercultural Communication*

GWS 300 *Women as Agents of Change*

JOUR 372 *Diversity and the Media*

POLS 197 *Racial and Ethnic Politics*

QS 301 *Perspectives in Queer Studies*

RTM 330 *Women, Leisure and Ethnicity in the United States*

SPED 200SL *Introduction to Disability Studies*

<p>U.S. History and Government</p>	<p>“U.S. History and Government is prescribed by California law (Title 5) and meets 6 of the 48 units required for General Education. ”</p>	<p>AAS 347 <i>Asian American Politics and the Law</i></p> <p>AFRS 161 <i>American Political Institutions: A Black Perspective</i></p> <p>AFRS 271 <i>African-American History to 1865</i></p> <p>AFRS 272 <i>African-American History Since 1865</i></p> <p>CHS 245 <i>History of the Americas</i></p> <p>CHS 260 <i>Constitutional Issues and the Chicana/o</i></p> <p>CHS 445. <i>History of the Chicano</i></p>
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City College, CUNY (NY)

<p>U.S. Experience in Its Diversity</p>		<p>FIQWS 10015 <i>FIQWS U.S. Experience in its Diversity</i></p> <p>PHIL 14200 <i>Race, Gender, and Philosophy</i></p>
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Cornell University (NY)

<p>First-Year Writing Seminars</p>		<p>ANTHR 1101 SEM 102 <i>Culture, Society, and Power: Plant Politics</i></p> <p>COML 1109 SEM 106 <i>Writing Across Cultures: The Third World and #TravelPorn?</i></p> <p>CRP 1109 SEM 101 <i>Environmental Politics</i></p> <p>DSOC 1200 SEM 101 <i>“You Want Fries with That?” Food Work and Workers</i></p> <p>FGSS 1112 SEM 101 <i>Shoulda Put a Ring on It? Feminists, Queers, and Marriage</i></p> <p>HIST 1460 SEM 101 <i>Papers of Empire: Writing and the Colonization of America from Columbus to Lewis and Clark</i></p> <p>STS 1113 SEM 101 <i>Vital Politics: Science, Medicine, Activism</i></p> <p>WRIT 1370 SEM 101 <i>Elements of Academic Writing: Environmental Problems and Solutions</i></p>
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[Geographic Breadth Requirement](#)

“One course that focuses on an area or a people other than those of the United States, Canada, or Europe.”

<p>Global Citizenship</p>	<p>“Global Citizenship’ encompasses the study of societies, cultures, and political systems outside of Western Europe, Canada, and the United States. It could also include the study of global issues such as transnational migration, international justice, colonial histories and their legacies, and world health systems.”</p>	<p>Authorized; not yet implemented.</p>
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<p>Social Difference</p>	<p>“Social Difference,’ as described in this proposal, encompasses courses that take class, race, ethnicity, nativity status, religion, gender, sexuality, or ability as an object of study.”</p>	<p>Authorized; not yet implemented.</p>
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Davidson College (NC)

<p>Cultural Diversity</p>	<p>“Courses that satisfy the cultural diversity requirement focus on one or more cultures that differ from the main cultures of the United States or Western Europe. Through these courses, faculty members guide students as they explore cultural differences from an academic perspective.”</p>	<p>ARB 251 <i>Queer Middle East Culture Studies</i></p> <p>EDU 250 <i>Multicultural Education</i></p> <p>EDU 260 <i>Oppression & Education</i></p> <p>ENG 288 <i>Contemporary American Multicultural Drama</i></p> <p>ENV 160 <i>Environmental Justice</i></p> <p>ENV 285 <i>Indigenous Perspectives on the Environment</i></p> <p>GSS 292 <i>Queer Russia</i></p> <p>REL 444 <i>Black and Womanist Theology</i></p> <p>SOC 205 <i>Race and Ethnic Relations</i></p>
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<p>Justice, Equality and Community</p>	<p>“Starting with the class of 2021, each student must take one course that satisfies the Justice, Equality, and Community (JEC) requirement. These courses address the manifestations of justice and equality in various communities, locales, nations or regions, and focus on methods and theories used to analyze, spotlight, or remedy instances of injustice and inequality. Through these courses, faculty members guide students as they examine how justice and equality have been distributed, enacted, problematized and idealized in historical or contemporary settings.”</p>	<p>ANT 335 <i>Debunking Race</i></p> <p>COM 365 <i>Rhetorics of Justice and Equality</i></p> <p>DAN 282 <i>Dance, Gender, & Sexuality</i></p> <p>EDU 210 <i>Dialogues on Race and Racism</i></p> <p>ENV 170 <i>Social Science Perspectives on Environmental Justice</i></p> <p>ENV 273 <i>Art, Activism, and Environment</i></p> <p>ENG 374 <i>Picturing Disability</i></p> <p>GSS 394 <i>Latinx Sexual Dissidence and Guerilla Translation</i></p> <p>HHV 232 <i>Introduction to Environmental Health with Community-Based Learning</i></p> <p>POL 435 <i>(In)Justice in America</i></p> <p>SOC 237 <i>Boys and Men in Society</i></p> <p>SOC 331 <i>Theoretical Explorations of Community Engagement</i></p> <p>THE 362 <i>Theatre for Social Justice</i></p>
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DePaul University (IL)

<p>Undergraduate Core Curriculum</p>	<p>Chicago Quarter: Get acquainted with Chicago and its neighborhoods, cultures and issues.</p>	<p><i>Discovering Vincentian Ways of Leadership</i></p> <p><i>Environmental Justice: The Politics of Garbage</i></p> <p><i>Health & Food Justice</i></p> <p><i>Nonviolent Chicago</i></p> <p><i>Privilege in Chicago</i></p> <p><i>Queer Chicago</i></p> <p><i>Women's Leadership for Social Change</i></p>
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[Undergraduate Core Curriculum](#)

Seminar on Multiculturalism in the U.S.: Gain a critical perspective on the historical roots of inequality and the lasting effects of oppression.

Undergraduate Core Curriculum	Experiential Learning: Learn by doing through an internship, research, study abroad or service learning.	
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Eastern Kentucky University (KY)

Diversity of Perspectives and Experiences		<p>CDF 232 <i>Identity and Sexuality</i></p> <p>ENG 366 <i>Queer Theory and Literatures</i></p> <p>HIS 205 <i>The Marginalized in History</i></p> <p>HON 320W <i>Honors Seminar in Diversity of Perspectives and Experiences</i></p> <p>WGS 366 <i>Queer Theory and Literatures</i></p>
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Gonzaga University (WA)

First-Year Seminar		<p>ECON 193 FYS: <i>Global Economic Inequality</i></p> <p>PHYS 193 FYS: <i>Social Justice in Science Fiction</i></p> <p>PSYC 193 FYS: <i>Risk & Resilience</i></p> <p>RELI 193 FYS: <i>Jesuit Education: A Fire Kindling Other Fires</i></p> <p>RELI 193 FYS: <i>Violence and the Humanities</i></p> <p>WGST 193 FYS: <i>Masculinities</i></p> <p>WGST 193 FYS: <i>Cinder, Cyborgs, & Social Justice</i></p>
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[Core Integration Seminar](#)

PHIL 432 CIS: *Feminist Ethics*

PHIL 432 CIS: *Global Climate Change*

PHIL 432 CIS: *Environmental Ethics*

PHIL 432 CIS: *Sex and Gender*

PHIL 432 CIS: *Social Justice*

PHIL 432 CIS: *Dorothy Day & Catholic Workers Movement*

POLS 432/INST CIS: *All Art is Propaganda*

<p>Social Justice</p>		<p>EDPE 205 <i>Sport and Activity in a Diverse Society</i></p> <p>EDTE 305/MTSL 505 <i>Intercultural Competence</i></p> <p>ENGL 206H <i>Literature and Intersectionality</i></p> <p>ENGL 306/SOSJ 397 ST: <i>Writing for Social Action</i></p> <p>INST 326/POLS 363/WGST 342 <i>Global Gender Regimes</i></p> <p>NTAS 310 <i>Native American Activism</i></p> <p>PHIL 409 <i>Social Justice</i></p> <p>PHIL 462 <i>Theories of Solidarity and Social Justice</i></p> <p>PHIL 491 <i>Marxism</i></p> <p>PHYS 193 FYS: <i>Social Justice in Science Fiction</i></p> <p>SOSJ 101 <i>Intro to Solidarity and Social Justice</i></p> <p>THEA 193 FYS: <i>Theatre and Social Change</i></p>
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Hamline University (MN)

<p>Diversity</p>	<p>“Goals of the diversity requirement are to help students learn to demonstrate an understanding of systemic inequalities, power differences, and interdependencies of people in a diverse world. Students will engage in intellectual discourse and reflection about and across differences, and will be able to demonstrate knowledge and understanding of diverse cultures, and to reflect upon their own and others’ social identities (gender, race, ethnicity, religion, sexual orientation, dis/ability, class, etc.).”</p>	
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Global Citizenship

“Global citizenship is grounded in critical and multidisciplinary analyses of and engagement with complex, interdependent global systems and legacies (such as natural, social, cultural, linguistic, economic, and political) and their implications for people’s lives and the earth’s sustainability. Global citizenship courses equip students to 1) become informed, open-minded, and socially responsible citizens who seek to understand how their actions affect both local and global communities and (2) address the world’s most pressing and enduring issues collectively and equitably.”

LEAP: Liberal Education As Practice

“LEAP experiences include internships, collaborative research projects, and courses including community-based, experiential components. ”

Indiana University Bloomington (IN)

Diversity in the U.S.

“Students will study values, attitudes and methods of organizing experience that may diverge or dissent from the predominant American culture, allowing them to better understand the facts, possibilities and limitations of their own cultural world view. Under the rubric of diversity, the College includes race, ethnicity, gender, class, age, sexual orientation, religious practice, and multiple other categories. We wish to ensure that students are introduced to a cultural system in the United States which differs from that of mainstream America.”

AAAD-A 408 *Race, Gender and Class*

ENG-L 249 *Reps of Gender & Sexuality*

FOLK-E 295 *Survey of Hip Hop*

GEOG-G 352 *Food & Poverty in America*

MSCH-C 212 *Screening Race and Ethnicity*

SOC-S 321 *Sexual Diversity*

Kansas State University (KS)

<p>Human Diversity within the U.S.</p>	<p>"Students should be exposed to multiple perspectives about U.S. society and how group affiliation affects people's perceptions and experiences. For example, courses and experiences in this area could facilitate students learning to: ... think critically about issues such as identity, race, ethnicity, nationality, multiculturalism, similarity/difference, prejudice and discrimination within a U.S. social and cultural context"</p>	<p>AMETH160 <i>Introduction To American Ethnic Studies</i></p> <p>COMM480 <i>Intercultural Communication</i></p> <p>ECED597 <i>Home, School, And Community Partnerships</i></p> <p>EDSEC455 <i>Teaching In A Multicultural Society</i></p> <p>ENGL384 <i>Multicultural Children's Literature</i></p> <p>GWSS325 <i>Queer Studies/Concepts, History, and Politics</i></p> <p>HDFS552 <i>Families and Diversity</i></p> <p>MANGT560 <i>Management Of Diversity In The Workplace</i></p> <p>MC612 <i>Gender, Class, Race, and the Media</i></p> <p>PSYCH556 <i>Multicultural Psychology</i></p> <p>SOCIO510 <i>Social Welfare As A Social Institution</i></p>
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Lafayette College (PA)

<p>First-Year Seminar</p>	<p>"First-Year Seminar, taken in the fall semester of the first year, is designed to introduce students to intellectual inquiry by engaging them as thinkers, speakers, and writers."</p>	<p>FYS-039 <i>Music and Gender</i></p> <p>FYS-044 <i>Multiculturalism in the Medieval Mediterranean World</i></p> <p>FYS-059 <i>Feed the World</i></p> <p>FYS-064 <i>Global Justice</i></p> <p>FYS-131 <i>Order and Justice in the World Community</i></p> <p>FYS-138 <i>Theater and Social Justice</i></p> <p>FYS-141 <i>Mathematics of Social Justice</i></p> <p>FYS-158 <i>Nonviolence: Theory and Practice</i></p> <p>FYS-188 <i>Democracy 2.0: Movements and Markets in the Participation Economy</i></p>
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[Global and Multiculturalism](#)

"Global and Multiculturalism (GM), requires the completion of two separate courses, a GM1 and a GM2, that examine the structure of identity, diversity, and differences in domestic and global contexts."

Lake Forest College (IL)

Experiential Learning Requirement

ASIA 318 *Buddhism and Social Activism*

EDUC 304 *Elementary Fieldwork & Seminar*

SPAN 201 *The Mexican-American Border*

Global Pluralism

Cultural Diversity Requirement

AFAM 275 *Black Diaspora Freedom Struggles*

ART 261 *Art of Social Change*

ASIA 318 *Buddhism and Social Activism*

BUSN 360 *Global Social Entrepreneurship*

PHIL 212 *Multicultural Approaches Environment*

U. S. Domestic Pluralism

Cultural Diversity Requirement

AMER 270 *Hist of Educ in American Society*

ARTH 326 *Gender Identity in Modern Art*

COMM 283 *Race, Class, Gender, and the Media*

ECON 265 *Poverty, Inequality, Discrimination*

EDUC 310 *Equity & Social Justice in Educ*

ENGL 228 *Women Writing Women*

ETHC 352 *Topics in Social Justice*

GSWS 372 *Queer Theory*

LNAM 325 *U.S. Latinx Literature*

SOAN 235 *Racism and Ethnic Relations*

Marquette University (WI)

ADPR 4600 *International and Multicultural Advertising and Public Relations*

COMM 4500 *Race and Gender Issues in the Mass Media*

EDUC 1210 *Introduction to Schooling in a Diverse Society*

ENGL 4810 *Race, Ethnicity, and Identity in American Literature and Culture*

[Diverse Cultures](#)

INPS 2010 *Introduction to Peace Studies*

LEOR 3150 *The Culturally Diverse Organization*

MANA 3035 *An Introduction to Diversity in Organizations*

PHTH 4512 *Culture and Disability*

PSYC 3210 *The Psychology of Prejudice*

SOCI 4400 *Social Inequality*

Merrimack College (MA)

COM 4531 *Intercultural Communication*

CRM 3380/3380(W) *Race, Class and Crime*

ECO 1225(W) *Economics of Gender*

EDU 2130 *Diversity, Social Justice, & Ethics*

[Cultural Diversity](#)

EDU 3620 *Cultural Diversity in the Schools*

MGT 3355 *Diversity in the Workplace*

SOJ 1000 *Introduction to Social Justice (Theory & Practice)*

WGS 1010 *Gender and Society*

WGS 2010 *Intro to Ethnic Studies*

WGS 2200 *Gender and Social Movements*

[Experiential Learning](#)

BIO 3090 *Global Field Studies Program*

EDU 2130 *Diversity, Social Justice, & Ethics*

EDU 3620 *Cultural Diversity in the Schools*

Miami University of Ohio (OH)

<p>Experiential Learning</p>		<p>SJS 215 <i>EMPOWER I: Educational and Economic Justice and Service-Learning</i></p> <p>SPN 331 <i>Spanish for Community Work</i></p> <p>WGS 402 <i>Engaged Learning Practicum WGS</i></p> <p>WGS 502 <i>Engaged Learning Practicum WGS</i></p>
<p>Intercultural Perspectives</p>		<p>AAA 201 <i>Intro to Asian/ Asian Amer</i></p> <p>ATH 185 <i>Cultural Diversity in the US</i></p> <p>BWS 437 <i>Black Feminist Theory</i></p> <p>DST 272 <i>Intro to Disability Studies</i></p> <p>DST 375 <i>Allies and Activists</i></p> <p>ENG 435 <i>Queer Theory</i></p> <p>FST 206 <i>Diversity & Culture in Amer Film</i></p> <p>GIC 487 <i>Globalization, Social Justice</i></p> <p>IDS 159 <i>Strength Thru Cultural Diversity</i></p> <p>LAS 325 <i>Identity: Race, Gender, Class</i></p> <p>SOC 165 <i>Introduction to Social Justice</i></p> <p>THE 393 <i>Intercultural Theatre</i></p> <p>WGS 301 <i>Women and Difference: Intersections of Race, Class, and Sexuality</i></p>

Occidental College (CA)

<p>Cultural Studies Seminars</p> <p>“The first-year Cultural Studies Program Seminars (CSP Seminars) are the centerpiece of the Core Program. These are small seminars, each designed by a faculty member around a topic in their field of expertise, emphasizing discussion, critical analysis, and intensive instruction in writing.”</p>		<p>CSP 1 <i>Expulsions: Un/documented Migrants, Refugees and the Stateless</i></p> <p>CSP 22 <i>Meaning, Ethics, and Justice: Insights from Healthcare Writers</i></p> <p>CSP 60 <i>Teaching and Learning in Diverse Contexts</i></p> <p>CSP 64 <i>Race & Punishment in America</i></p> <p>CSP 71 <i>No Justice, No Peace: Resisting, Thinking, and Writing for the Sake of Justice</i></p> <p>CSP 73 <i>“Get Out” of “La La Land”: Race, Space, and Power in Los Angeles</i></p>
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[Global Connections](#)

DWA 287 *Transnational Liberation: Black Radical Thought in the Middle East and North Africa*

DWA 351 *Junior Seminar: Advanced Topics in Global Sustainability*

EDUC 350 *Freire, Fanon, and Freedom in Education*

PHIL 330 *Globalization and Justice*

POLS 243 *Restorative Justice*

AMST 111 *Power and Identity*

ARTH 254 *Critical Perspectives in Museum Studies*

EDUC 300 *Community Engagement in Education*

ENGL 159 *Lavender Cowboys: Power and Gender in the American Western*

LLAS 250 *Dialogue on Critical Latinx/Latin American Issues*

PHIL 353 *Health and Social Justice*

POLS 208 *Movements for Social Justice*

POLS 212 *Mobilizing Voters: Ethnographic Field Research*

POLS 265 *Community Planning and Politics Practicum*

POLS 270 *Campaign Fieldwork Internship*

SOC 105 *Immigrant Youth and Youth Cultures*

[U.S. Diversity](#)

Ohio Wesleyan University (OH)

BWS 350 *Black Identity*

EDUC 115 *Teaching for Equity and Social Justice*

PG 260 *Equality and American Politics*

SOAN 358 *Society, Politics, and Social Movements*

WGS 226 *Gender and Identity*

[Cultural Diversity](#)

Pacific University (OR)

[International and Diverse Perspectives](#)

“As our world becomes increasingly ecologically, socially, politically, and economically interdependent, it is critical that graduates understand multicultural, diverse, and global perspectives. The complexity of the modern world demands that students attain a heightened awareness both of the interdependence of the cultures of the world and of the diversity of voices that contribute to life in the United States.”

ANTH 206 *Sex, Gender, Culture*

DS 200 *Introduction to Disability Studies*

EDUC 309 *Learning Communities II: Diversity*

EDUC 335 *Education for Social Justice*

GSS 200 *Introduction to Queer Studies*

HUM 310 *Travel in India: Gender Society Service*

IS 201 *Intercultural Communication*

PSY 358 *Psychology of Ethnic Diversity in US*

SOC 347 *Global Cap Neo-Colonial Inequalities*

SOC 360 *Critical Race Theory*

THEA 363 *Gender, Sexuality, and Performance*

[Civic Engagement](#)

“By working in partnership with campus and community organizations, CE courses and projects address significant social, political, or environmental issues through actions that can make a difference on those issues, including service, advocacy, awareness-raising, action-oriented research, electoral participation, and political involvement.”

ANTH 207 *Good Food: Eating & Community*

ARTST 207 *Design for Sustainability*

CIV 111 *Civic Engagement and Diversity Project*

CIV 227 *Action for Affordable Housing*

CIV 317 *Introduction to Grant Writing and Non-Profit Fund-raising*

ENGW 202 *Writing About Disability*

GSS 341 *Service for Gender Equity*

MEDA 153 *Video for Community Engagement*

SOC 360 *Critical Race Theory*

Sustainability

“Sustainability is a conceptual framework, and set of practices that recognize the complexity, embeddedness, and interconnections between ecological integrity, social equity, and economic vitality; and actively works toward ethical, transdisciplinary solutions across local and global scales that advance the wellbeing of people and places now and in the future.”

ARTST 207 *Design for Sustainability*

CIV 240 *Food for Thought and Action*

ENV 141 *Permaculture Science*

ENV 230 *Restoration Ecology*

ENV 233 *Interpersonal Sustainability Leadership*

ENV/PSY 313 *Ecopyschology*

ENV 352 *Gender and the Environment*

PHIL/ENV 322 *Animal Ethics*

Pennsylvania State University Harrisburg (PA)

Global Learning

“The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.”

Pepperdine University (CA)

[Social Action and
Justice Collo-
quium](#)

(Optional, but listed in the General Education Program page.)

“The Social Action and Justice (SAAJ) Colloquium is a four-course, interdisciplinary sequence. Areas of social justice that the SAAJ program focuses on include human rights, wealth and poverty, the environment, the interplay of religion and culture, and the role of media in shaping social movements. SAAJ particularly focuses on developing students’ sense of vocation, allowing them to explore serving in areas of social justice to which they feel particularly called. ... Not only does the SAAJ program provide knowledge of social issues, but also gives students opportunities to take social action in a variety of ways, as applicable to their own personal vocation. Students in the SAAJ program are encouraged to think of the ways that their own worldviews and pursuit of their personal vocations may affect not only their lives, but the lives of others around them. Service-learning plays a significant role in the SAAJ program, encouraging students to make a difference and apply what they have been studying in the classroom.”

SAAJ 121 *Social Action and Justice Colloquium I*

SAAJ 122 *Social Action and Justice Colloquium II*

SAAJ 123 *Social Action and Justice Colloquium III*

SAAJ 324 *Social Action and Justice IV*

Analyzing Difference

“Analyzing Difference courses are primarily focused on a sustained analysis of the causes and effects of structured inequality and discrimination, and their relation to U.S. society. Such courses will make use of analyses that emphasize intersecting categories of difference. Examples include, but are not limited to: race, ethnicity, gender, sexuality, citizenship, linguistic heritage, class, religion and physical ability.”

ASAM086 PO *Social Documentation and Asian Americans*

CHST130 CH *(Re)Claiming Voices & Sharing Stories in Chicax-Latinx Communities*

GWS140 PO *Queer of Color Critique: Literature and Theory*

GWS170 PO *Disability Studies: Foundations, Intersections, & Future*

HIST025 CH *All Power to the People! Social Movements for Justice*

IR111 PO *Bringing it all back home: Integrating lessons from study abroad*

LGCS119 PO *Language and Social Justice*

POLI136 PO *Environmental Justice and Public Policy*

RLST155 PO *Religion, Ethics and Social Practice: An Intergenerational Partnership on Vocations for Social Change*

[Critical Inquiry Seminar](#)

“The goal of the Critical Inquiry seminar is to prepare first-year students to participate fully and successfully in the intellectual community that is Pomona College.”

7 *The Politics of Protest*

10 *Living with Pets and Among Wildlife*

19 *Chicax-Latinx Los Angeles*

20 *Language and Social Justice*

26 *Theatre in an Age of Climate Change*

30 *Governing Climate Change*

[History, Values, Ethics, and Cultural Studies](#)

AFRI144A AF *Black Women Feminism(s) and Social Change*

AMST128 SC *Race, Space, and Difference*

ASAM120 PZ *Sex Work in the Philippines, Korea, Vietnam, and U.S.: Race, Gender, Nation*

CHLT066 CH *Fandango as a De-Colonial Tool*

FGSS192 SC *Antiracist Feminist Queer Praxis*

Roosevelt University (IL)

[Experiential Learning](#)

“The CORE Experiential Learning requirements represent a strong implementation of the RU mission. Experiential Learning courses connect to issues and constituencies beyond the classroom by offering opportunities for direct application of course material to concrete topics and communities. These courses engage students in “learning by doing and reflecting,” bringing clarity to the many uses of academic study, expanding students’ capacities to cultivate skills and values important to their personal and professional development, and creating conditions for students to make meaningful contributions to communities.”

Saint Mary’s College of California (CA)

[American Diversity](#)

“An intellectual engagement with the social, cultural, economic or political diversity in the United States.”

Business Administration 108 *Interfaith Leadership for Business and the Professions*

Communication 106 *Intercultural Communication*

Ethnic Studies 101 *Critical Race Theory*

Justice Community and Leadership 10 *Introduction to Justice, Community and Leadership*

Psychology 163 *Prejudice and Stereotyping*

Sociology 107 *Whiteness*

<p>The Common Good</p>	<p>"A vigorous academic exploration about what the common good is and how it might be pursued."</p>	<p>Communication 161 <i>Communication and Social Justice</i></p> <p>Economics 100 <i>Wealth, Poverty and Social Justice</i></p> <p>Environmental and Earth Science 90/91 <i>Introduction to Sustainability</i></p> <p>Ethnic Studies 50 <i>Creating Community</i></p> <p>Justice Community and Leadership 130 <i>Environmental Responsibility in a Global Community</i></p> <p>Sociology 124 <i>Justice and Community</i></p> <p>Women and Gender Studies 126 <i>Engaging Communities</i></p>
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<p>Community Engagement</p>	<p>"An application of intellectual experiences to the community beyond the academy."</p>	<p>Communication 161 <i>Communication and Social Justice</i></p> <p>Economics 100 <i>Wealth, Poverty and Social Justice</i></p> <p>Ethnic Studies 150 <i>Creating Community Through Advanced Interactive Theater</i></p> <p>Justice Community and Leadership 129 <i>Community Engagement: Education</i></p> <p>Sociology 8 <i>Gaels 4 Justice</i></p>
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San Francisco State University (CA)

<p>Lower-Division General Education: Arts and Humanities</p>	<p>AA S 212 <i>Asian Americans and Mass Media</i></p> <p>AFRS 201 <i>Kemet, Afrocentricity, and the Dawn of Science</i></p> <p>AIS 235 <i>American Indians: Image and Issues in the Mass Media</i></p> <p>CAD 120 <i>Child Development, Social Justice, and Academic Success</i></p> <p>H ED 120 <i>Educational Justice, Health Equity, and Academic Success</i></p> <p>LTNS 225 <i>Survey of Latina/o Visual Image</i></p> <p>RRS 201 <i>SFSU's Palestinian Cultural Mural and the Art of Resistance</i></p>
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<p>Lower-Division General Education: English Language Communication and Critical Thinking</p>		<p>AA S 101 <i>First-Year Experience</i></p> <p>AA S 214 <i>Second Year Written Composition: Asian American Studies</i></p> <p>AFRS 214 <i>Second Year Written Composition: Africana Studies</i></p> <p>COUN 110 <i>Critically Thinking About Career Choice: Self, Community, Society, and the World</i></p> <p>ETHS/RRS 110 <i>Critical Thinking and the Ethnic Studies Experience</i></p> <p>LTNS 110 <i>Critical Thinking in Latina/o Studies</i></p>
<p>Lower-Division General Education: Lifelong Learning and Self-Development</p>		<p>AA S 301 <i>Asian Americans of Mixed Heritages</i></p> <p>CAD 120 <i>Child Development, Social Justice, and Academic Success</i></p> <p>COMM 120 <i>Language, Culture, and Power</i></p> <p>H ED 200 <i>Global Health</i></p> <p>RPT 205 <i>Enlightened and Sustainable Travel</i></p> <p>SXS 551 <i>Queer Literatures and Media</i></p> <p>WGS 200 <i>Introduction to Women and Gender Studies</i></p>
<p>Lower-Division General Education: Social Sciences</p>		<p>AFRS 260 <i>Power, Racism, and Africana Liberation</i></p> <p>ETHS 100 <i>Introduction to Ethnic Studies</i></p> <p>H ED 221 <i>Health and Social Justice - Burning Issues, Taking Action</i></p> <p>LTNS 211 <i>Latina/o Families Narrative</i></p> <p>RRS 255 <i>Voices in Exile: Arab and Muslim American and Civil Liberties post-9/11/2001</i></p>

AFRS 203 *Black Social Sciences*

AIS 440 *Native Sexualities and Queer Discourse*

COMM 541 *Critical Approaches to Culture and Communication*

H ED 241 *Health and Social Movements in the United States in the 20th Century*

JOUR 610 *Cultural Diversity and News Media*

KIN 502 *Sport and Social Issues*

LTNS 580 *Educational Equity*

RRS 380 *Coloring Queer: Imagining Communities*

SOC 410 *Grassroots Organizing for Change in Communities of Color*

SXS 455 *Sex, Power and Politics*

WGS 552 *Transgender Identities and Communities*

[SF State Studies:
American Ethnic
and Racial Mi-
norities](#)

AA S 587 *Asian Americans and Environmental Justice*

AFRS 256 *Hip Hop Workshop*

C W 508 *Introduction to Environmental Literature*

CFS 543 *Sustainability in the Textile, Housing, and Food Industries*

COMM 348GW *Writing About Environmental Rhetoric*

ENVS 570 *Applied Local Sustainability*

GPS 315 *Introduction to Global Peace Studies*

LTNS 450 *Indigenismo: Indigenous Cultures of the Americas*

RRS 304 *Decolonize Your Diet: Food Justice and Gendered Labor in Communities of Color*

USP 515 *Environmental Justice: Race, Poverty, and the Environment*

[SF State Studies:
Environmental
Sustainability](#)

A U 116 *Algebra and Statistics for Social Justice*

AFRS 305 *Ancient Egypt*

AIS 420 *Native Genders and Feminism*

BECA 502 *Environmental Communication on Electronic Media*

C J 485 *Latina/o Youth, Crime, and Justice*

CAD 260 *Children, Families, and Community: An Ecological Perspective*

H ED 520 *Structural Oppression and Social Foundations of Health*

LS 403 *Performance and Pedagogy of the Oppressed for Educators*

RRS 375 *Queer Arabs in the U.S.*

TPW 490 *Grantwriting*

WGS 220 *Introduction to Feminist Disability Studies*

[SF State Studies:
Social Justice](#)

AA S 514 *Asian American Community Arts Workshop*

CWL 440 *"Typical American": Narratives of Multiculturalism in the Americas from 1492 to the Present*

GPS 315 *Introduction to Global Peace Studies*

HIST 484 *Disability and Culture in the U.S.*

PHIL 435 *Human Rights in Global Perspective*

RRS 571 *Women, Class and Race*

WGS 551 *Queer Literatures and Media*

[Upper-Division
General Educa-
tion: Arts and/or
Humanities](#)

AA S 591 *Asian American Community Health Issues*

BIOL 318 *Our Endangered Planet*

RRS 304 *Decolonize Your Diet: Food Justice and Gendered Labor in Communities of Color*

[Upper-Division
General Educa-
tion: Physical and/
or Life Sciences](#)

<p>Upper-Division General Education: Social Sciences</p>		<p>AA S 323 <i>Chinese American Identities</i></p> <p>AFRS 466 <i>Black Lives Matter: Race and Social Movements</i></p> <p>C J 435 <i>Race, Crime, and Justice</i></p> <p>E ED 639 <i>Bilingual Education in the U.S.: A History of Struggle, Resistance, and Achievement</i></p> <p>H ED 303 <i>Health Disparities and Sexual and Gender Minority Communities: LGBTQI Health</i></p> <p>PLSI 386 <i>Introduction to Critical Social Thought</i></p> <p>RRS 625 <i>Mixed Race Studies: A Comparative Focus</i></p>
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<p>U. S. History and Government</p>	<p>“The California State University (CSU) system requires that all graduates demonstrate an understanding of the historical development of American institutions and ideals, the Constitution of the United States, the operation of representative democratic government under that Constitution, and the processes of California’s state and local governments.”</p>	<p>AFRS 208 <i>Introduction to African American History</i></p> <p> AIS 103 <i>Introduction to Pacific Studies</i></p> <p> AIS 150 <i>American Indian History in the United States</i></p> <p> AIS 205 <i>American Indians and U.S. Laws</i></p> <p> H ED 241 <i>Health and Social Movements in the United States in the 20th Century</i></p> <p> RRS 240 <i>All Power to the People: Comparative Freedom Movements of the “Sixties”</i></p> <p> RRS 250 <i>Race, Ethnicity and Power in America</i></p> <p> WGS 150 <i>Women and Gender in U.S. History and Society</i></p>
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Southern Oregon University (OR)

<p>Citizenship and Social Responsibility</p>		<p>ANTH 336 <i>Topics in Global/Local Interconnections</i></p> <p>ARTH 345 <i>Activist Art</i></p> <p>WR 410 <i>Community Engagement Writing: Internships and Practica</i></p>
<p>Diversity and Global Awareness</p>		<p>ARTH 450 <i>Race, Gender, and Ethnicity in Art</i></p> <p>ED 460 <i>Diversity</i></p> <p>ENG 454 <i>American Multicultural Literature</i></p> <p>SOC 340 <i>Sociology of Gender Roles</i></p> <p>WS 302 <i>Contemporary U.S. Women’s Movements</i></p>

Stony Brook, SUNY (NY)

Experiential Learning	<p>“The University highly recommends that students fulfill one or more of these four Pursue Deeper Understanding requirements with an approved experiential learning activity.”</p>	
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University of Colorado Boulder (CO)

Diversity: Global Perspective		<p>ARTH 3209 <i>Art, Culture, and Gender Diversity, 1400-1600: Renaissance Art Out of the Canon</i></p> <p>COMM 3410 <i>Intercultural Communication</i></p> <p>ETHN 1022 <i>Introduction to Africana Studies</i></p> <p>PHIL 2270 <i>Philosophy and Race</i></p> <p>SCAN 3206 <i>Nordic Colonialisms</i></p> <p>WGST 3670 <i>Gender, Race, Sexuality and Global Migration</i></p>
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[Diversity: United States Perspective](#)

ETHN 2013-3 *Critical Issues in Native North America*

INVS 1523-3 *Civic Engagement: Democracy as a Tool for Social Change*

WGST 2400-3 *Women of Color and Activism*

University of Florida (FL)

[Diversity](#)

“Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U.S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.”

AFA 3110 *Afr Am/Black Atlantic Thought*

ANT 3451 *Race and Racism*

EDF 2085 *Teach Diverse Popula*

ISS 2160 *Cultur Diversity U.S.*

THE 3234 *Diver/Multi Amer Thea*

WST 2322 *Intr Hlth Disparities*

University of Iowa (IA)

Diversity and Inclusion

“These courses encourage you to explore the historical and structural basis of inequality while learning about the challenges and benefits of diversity. You will have the opportunity to discuss your own ideas and experiences while coming to understand others better.”

AFAM:2500 *Black Culture and Experience: Contemporary Issues*

AMST:2025 *Diversity in American Culture*

ARTS:2100 *Printmaking and Politics of Protest*

CCCC:2220 *Foundations of Critical Cultural Competence*

CSD:1200 *Intellectual and Developmental Disabilities*

CINE:1195 *Video Games and Identity*

DANC:2065 *Performing Crisis: Dances of Identity, Witness, and Resistance*

GWSS:1002 *Diversity and Power in the U.S.*

HIST:1040 *Diversity in History*

POLI:1800 *Introduction to the Politics of Class and Inequality*

WRIT:2100 *Writing and Community Outreach*

University of Kansas (KS)

Culture and Diversity

“Participating in 21st-century society means acquiring knowledge and understanding of the world beyond our immediate experience and culture, showing consideration and enhanced understanding for human and cultural diversity, and reexamining our own lives in a global context. Students will learn to analyze regional and international issues and perspectives, enabling them to engage with the languages, cultures, customs, beliefs, and/or behaviors from the world’s various communities.”

AAAS 104 *Intro African-American Studies*

AAAS 510 *Global Ethnic & Racial Relations*

AMS 324 *Being Deviant in America*

C&T 235 *Diversity, Equity, Inclusion K12*

COMS 447 *Intercultural Connctn: Afro-Amer*

ENGL 341 *American Lit of Social Justice*

FMS 410 *US Diversity in Visual Culture*

PUAD 602 *Diversity Public Administration*

SW 556 *Dvrsty, Oppressn & Social Justice*

WGSS 327 *Perspctv Lsbn, Gay, Bixsl & Trngdr*

<p><u>Social Responsibility and Ethics</u></p>		<p>ABSC 150 <i>Community Leadership</i></p> <p>LDST 272 <i>Ethics & Diversity in Ldrshp</i></p> <p>UBPL 200 <i>Sustainability and Society</i></p> <p>UNIV 492 <i>Spec'l Projects in the Community</i></p>
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University of Massachusetts Amherst (MA)

<p>Social and Cultural Diversity: United States</p>		<p>ANTHRO 205 <i>Power and Inequality/US</i></p> <p>COMM 209H <i>LGBT Politics and the Media</i></p> <p>EDUC 115 <i>Embracing Diversity</i></p> <p>EDUC 210 <i>Social Diversity in Education</i></p> <p>HISTORY 265H <i>US LGBT & Queer History, Hons</i></p> <p>SOCIOL 106 <i>Race, Gender, Class & Ethnicity</i></p> <p>SPP 110 <i>Intro/Community Engagement</i></p> <p>SRVCLRNG 192 <i>SelfAwareness, Soc. Justice & Srvc</i></p> <p>SUSTCOMM 110 <i>Intro/Community Engagement</i></p> <p>THEATER 130 <i>Cntm Playwr Of Color</i></p> <p>WGSS 187 <i>Gender, Sexuality and Culture</i></p>
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University of Michigan (MI)

<p>Race and Ethnicity</p>		<p>AAS 322 <i>Introduction to Environment Politics: Race, Class, and Gender</i></p> <p>ALA 122 <i>Intergroup Dialogues</i></p> <p>AMCULT 371 <i>Gender and Sexuality in the US</i></p> <p>EDUC 118 <i>Introduction to Education: Schooling and Multicultural Society</i></p> <p>ENVIRON 222 <i>Introduction to Environmental Justice</i></p> <p>SOC 303 <i>Race and Ethnic Relations</i></p>
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University of Minnesota (MN)

Civic Life and Ethics		<p>AFRO 3125W <i>Black Visions of Liberation: Ella, Martin, Malcolm, and the Radical Transformation of U.S. Democracy</i></p> <p>AMST 1012 <i>Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet</i></p> <p>CHIC 1275 <i>Service Learning in the Chicano/Latino Community</i></p> <p>GCC 3025 <i>Living the Good Life at the End of the World: Sustainability in the Anthropocene</i></p> <p>GWSS 4002 <i>Politics of Engagement and Social Justice</i></p> <p>SPAN 3401 <i>Latino Immigration and Community Engagement</i></p>
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Diversity and Social Justice

AAS 3251W *Sociological Perspectives on Race, Class, and Gender*

CHIC 1112 *Introduction to Chicana/o Studies: Critical Paradigms*

ENGL 3505 *Protest Literature and Community Action*

GLBT 3309 *LGBTQ Literature: Then and Now*

HECU 3572 *Inequality in America: Political Sociology of Building Power, Change, and Equity*

JOUR 3741 *Diversity and Mass Communication*

POL 4773W *Advocacy Organizations, Social Movements, and the Politics of Identity*

SMGT 3501 *Sport in a Diverse Society*

SW 2501W *Introduction to Social Justice*

YOST 1366 *Stories of Resistance & Change: Youth, Race, Power & Privilege in the U.S.*

<p>The Environment</p>		<p>AMIN 3312 <i>American Indian Environmental Issues and Ecological Perspectives</i></p> <p>CSCL 3322 <i>Visions of Nature: The Natural World and Political Thought</i></p> <p>ESPM 3245 <i>Sustainable Land Use Planning and Policy</i></p> <p>GCC 3024 <i>11 Billion People: How long can the planet sustain humanity?</i></p> <p>HECU 3591 <i>Environmental Sustainability: Sci, Public Policy, & Cmty Action Environmental & Climate Justice</i></p> <p>SUST 3003 <i>Sustainable People, Sustainable Planet</i></p>
<p>Global Perspectives</p>		<p>AMIN 1002 <i>Indigenous Peoples in Global Perspective</i></p> <p>BBE 3201 <i>Sustainability of Food Systems: A Life Cycle Perspective</i></p> <p>CSCL 3211 <i>Oppositional Cinemas</i></p> <p>ESPM 3251 <i>Natural Resources in Sustainable International Development</i></p> <p>GLOS 3613W <i>Stuffed and Starved: The Politics of Eating</i></p> <p>GWSS 4103 <i>Transnational Feminist Theories</i></p> <p>LEAD 4961W <i>Leadership for Global Citizenship</i></p> <p>SOC 4321 <i>Globalize This! Understanding Globalization through Sociology</i></p> <p>SW 1501 <i>Introduction to Peace Studies</i></p> <p>YOST 1368W <i>Youth Global Perspectives: Stories from the Arab, Islamic, and Middle Eastern Worlds</i></p>

University of Missouri (MO)

[Diversity](#)

“The College of Arts and Science recognizes that an awareness and understanding of diverse human experience is essential to a liberal arts education. By exposing students to diversity in education, we help them to contribute to (and compete in) today’s increasingly diverse, global society. A diversity requirement will prepare our students to (1) critically analyze diverse human experience, which is one of A&S’s “Core Learning Objectives” for all undergraduates; (2) cultivate insight and respect for cultural and intellectual pluralism; (3) understand the histories and experiences of people across identities such as race, ethnicity, social class, sexuality, ability, gender, and religion; (4) focus scholarly inquiry on knowledge that has been traditionally excluded or under-examined across the curriculum; (5) promote critical thinking skills that foster perspective-taking, enabling students to explore perspectives and worlds different than their own; and (6) communicate effectively in diverse and global environments.”

BL_STU 2200 *Social Inequalities*

SOCIOL 1000 *Introduction to Sociology*

COMMUN 3470 *Culture as Communication*

ENGL 4489 *Major African Diaspora Women Writers, 1890 to Present: Contemporary Women Writers*

GEOG 2293 *Globalization, Identity and Citizenship*

HIST 1850 *Latin America Since Independence*

PEA_ST 3600 *Criminology*

PHIL 2900 *Environmental Ethics*

POL_SC 4132 *Race, Immigration, and Urban Politics*

PSYCH 4984W *Promoting Social Justice, Diversity, and Inclusion Capstone*

WGST 1005 *Topics in Women’s and Gender Studies-Humanities*

University of Montana (MT)

[Cultural and International Diversity](#)

AAST 141H *Black: From Africa to Hip-Hop*

CAS 140X *Addictions and Diversity*

COMX 212X *Introduction to Intercultural Communication*

NASX 260X *Indig Community Developmnt*

WGSS 150X *Women’s Rights and Women’s Roles Around the World*

University of Nevada, Las Vegas (NV)

Multicultural

"Multicultural courses examine cultural similarities and differences in the United States based upon two or more attributes which may include, but are not limited to: ethnicity, race, gender, age, religion, sexual orientation and disabilities."

AAS 434 *Constructions of Race and Racial Ambiguity*

ANTH 428 *Signifying Identities: Ethnicity, Nationality, Gender and Class*

CED 200 *Multicultural Issues in Counseling*

EDU 280 *Valuing Cultural Diversity*

ECON 180 *The Economics of Discrimination*

HCA 203 *Cultural Diversity and US Health Care*

HIST 110 *History of Multicultural America*

HON 206 *Interpersonal Communication within a Diverse Society*

PBH 200 *Multicultural Health*

THTR 124 *Introduction to Gay Plays*

URST 405 *Diversity in Urban America*

WMT 477 *Critical Race Feminism*

University of New Mexico (NM)

U.S. & Global Diversity & Inclusion

"The U.S. & Global Diversity & Inclusion undergraduate requirement promotes a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context."

ARTE 477 *Sexual Identity and Social Justice in Art Education*

CCS 342 *Race, Culture, Gender, Class in New Mexico History*

ECON 331 *Economics of Poverty and Discrimination*

HMHV 310 *Health and Cultural Diversity*

LLSS 588 *Feminist Epistemologies & Pedagogies*

MUSE 293 *Multicultural Awareness Through Music Skills*

NATV 480 *Building Native Nations: Community Revitalization, Culture, Decolonization, and Indigenous Thought*

PEP 485 *Diversity in Sport and Physical Activity*

WMST 498 *Feminism in Action*

University of North Carolina Chapel Hill (NC)

[Beyond the North Atlantic](#)

AAAD 287 *Health Equity in the African Diaspora*

ARAB 338 *Borders and Walls in the Arab World - Experiential*

ASIA 57 *First-Year Seminar: Dis-Orienting the Orient*

GLBL 413 *Capitalism and Climate in the Anthropocene, 1500-present*

HNUR 409 *Sex and Social Justice in South Asia*

WGST 410 *Comparative Queer Politics*

[Experiential Education](#)

“Experiential education courses connect academic inquiry with a structured, active learning experience in which students exercise initiative and apply academic knowledge in various real-world contexts (geographic, social, cultural, etc.).”

AMST 398 *Service Learning in America*

ANTH 539 *Environmental Justice*

ARAB 338 *Borders and Walls in the Arab World - Experiential*

COMM 82 *First-Year Seminar: Food Politics from an Organizational Communication Perspective*

ENEC 393 *Internship in Sustainability*

GLBL 401 *Paradigms of Development and Social Change*

HBEH 610 *Alternative Spring Break*

HBEH 611 *Philanthropy as a Tool for Social Change*

MEJO 671 *Social Marketing Campaigns*

SOWO 492 *Seminar in Service Learning*

WGST 393 *Practicum in Women’s and Gender Studies*

[Global Issues](#)

AAAD 485 *Transnational Black Feminist Thought and Practice*

GEOG 480 *Liberation Geographies: The Place, Politics, and Practice of Resistance*

GLBL 383 *Global Whiteness*

GSSL 70 *First-Year Seminar: Teenage Kicks: Race, Class, and Gender in Postwar Youth Cultures*

PLAN 330 *Principles of Sustainability*

WGST 410 *Comparative Queer Politics*

<p>North Atlantic World</p>		<p>AAAD 298 <i>Blacks in British North America to 1833</i></p> <p>AMST 233 <i>Native American History: The West</i></p> <p>CMPL 332H <i>Cultural Diversity in Francophone Cinema</i></p> <p>ENEC 480 <i>Environmental Decision Making</i></p> <p>ENGL 129 <i>Literature and Cultural Diversity</i></p> <p>GSLI 67 <i>First-Year Seminar: Blackness in the European Imaginary, Europe in the Black Imaginary</i></p> <p>RELI 323 <i>Social Theory and Cultural Diversity</i></p> <p>WGST 665 <i>Queer Latina/o Literature, Performance, and Visual Art</i></p>
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<p>U. S. Diversity</p>	<p>“Courses in U.S. diversity help students develop a greater understanding of diverse peoples and cultures within the United States and thereby enhance their ability to fulfill the obligations of United States citizenship. These courses address in systematic fashion one or more aspects of diversity in the United States, whether arising from ethnic, generational, class, gender, sexual, regional, or religious differences.”</p>	<p>AMST 248 <i>Intersectionality: Race, Gender, Sexuality, and Social Justice</i></p> <p>ANTH 194 <i>Anthropology and Community Development</i></p> <p>ANTH 539 <i>Environmental Justice</i></p> <p>EDUC 533 <i>Social Justice in Education</i></p> <p>ENGL 139 <i>Currents in Sexuality Studies</i></p> <p>EXSS 50 <i>First-Year Seminar: Discrimination and Sport</i></p> <p>FOLK 370 <i>Southern Legacies: The Descendants Project</i></p> <p>GLBL 415 <i>Dealing with Difference: Criminal Justice, Race, and Social Movements in Globalization</i></p> <p>MEJO 442 <i>Gender, Class, Race, and Mass Media</i></p> <p>WGST 360 <i>Lesbian, Gay, Bisexual, and Transgender Histories in the United States</i></p>
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[Cultural Diversity
in the U.S.](#)

“College students are required to take at least one course to develop the skills necessary for understanding the population and culture of the United States as it becomes increasingly diverse. Through historical inquiry, the study of cultural expressions and the analysis of social data, students will develop their ability to examine issues of diversity with a focus on race, ethnicity, gender, sexuality, class and religion. The goal is to equip graduates with the ability to become perceptive and engaged members of society.”

AFRC041 *Homelessness & Urban Inequality*

ANTH586 *Culture, Consumption, and Production in the Global Marketplace*

ASAM006 *Race & Ethnic Relations*

ENGL096 *Theories Gender/Sexuality: Queer Politics/Queer Com*

FNAR222 *Big Pictures: Mural Arts*

GSWS003 *Intro to Queer Studies*

HIST173 *URB Univ-Community Rel: Faculty-Student Collaborative Action Seminar in Urban Univ-Comm Relations*

LING076 *Deaf Lit/Perf/Art/Film*

NURS318 *Race, Gender, Class and the History of American Health Care*

SOCI041 *Diversity, Technology and the Penn Experience*

University of Toledo (OH)

[Diversity of U.S.
Culture](#)

AED 3130 *Multicultural Approaches for Art Appreciation*

AFST 1100 *Introduction to Africana Studies*

ARTH 3820/WGST 3020 *Visual Construction of Gender*

BMGT 2700 *Managing Diversity in the Workplace*

DST 2020 *Disability in the United States*

PSY 3730 *Stereotyping, Prejudice & Discrimination*

SOC 2640/LST 2640/WGST 2640 *Race, Class and Gender*

TSOC 2000 *Diversity in Contemporary Society*

WGST 2880 *Contemporary U.S. Queer Cultures*

<p>Diversity of Non-U.S. Culture</p>		<p>ANTH 3500 <i>Cultural Diversity in Business</i></p> <p>ANTH 4730 <i>Biocultural Ecology</i></p> <p>FLAN 3440 <i>Intercultural Communications: Principles and Practice</i></p> <p>FREN 3400 <i>Cross-Cultural Understanding</i></p> <p>GLST 2000 <i>Principles of Global Studies</i></p> <p>HON 2030 <i>Multicultural Literatures: The Non-European World</i></p> <p>WGST 4190/SOC 4810 <i>Gender in Cross-Cultural Perspective</i></p>
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University of Washington (WA)

<p>Diversity</p>	<p>“Courses that fulfill the diversity requirement focus on cross-cultural analysis and communication; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, and socio-economic status. Course activities should encourage thinking critically about topics such as power, inequality, marginality, and social movements, and support effective cross-cultural communication skills.”</p>	<p>AES 150 <i>In-Justice for All: Intersection of Race, Ethnicity, Class & Gender in the U.S.</i></p> <p>ARCTIC 200 <i>Indigenous Diplomacies & International Relations in the Arctic</i></p> <p>CHID 280A <i>Indigenous Encounters</i></p> <p>ENVIR 100 <i>Environmental Foundations</i></p> <p>GEOG 277 <i>Intro To Cities</i></p> <p>GERMAN 298 A <i>Fairy Tales and the Environmental Imagination</i></p>
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University of Wisconsin Madison (WI)

<p>Ethnic Studies</p>	<p>“The Ethnic Studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community. Because this increased understanding is expected to have a positive effect on campus climate, students are expected to complete this requirement within the first 60 credits of undergraduate study.”</p>	<p>AFROAMER 271 <i>Topics in African Amer Culture > Multiculturalism & Social Justice</i></p> <p>ASIAN AM 560 <i>Asian Am Pan-Ethnicity & Community Organizing</i></p> <p>COUN PSY 225 <i>Coming to Terms-Cultrl Divrsty</i></p> <p>ENGL 173 <i>Ethnic and Multicultural Lit > Performing Race in America</i></p> <p>GEN&WS 200 <i>Intro to LGBTQ+ Studies</i></p> <p>L I S 665 <i>Race Ethnicity Info Society > The African American Experience at UW</i></p> <p>THEATRE 357 <i>Intro Theatre-Cultrl&Soc Aware</i></p>
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Ursinus College (PA)

<p>Engage Diversity and Inequality</p>		
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[Experiential Learning Project](#)

Vanderbilt University (TN)

<p>Perspectives</p>	<p>“Courses in Perspectives give significant attention to individual and cultural diversity, multicultural interactions, sexual orientation, gender, racial, ethical, and religious issues within a culture across time or between cultures, thereby extending the principles and methods associated with the liberal arts to the broader circumstances in which students live. These courses emphasize the relationship of divergent ethics and moral values on contemporary social issues and global conflicts.”</p>	<p>AADS 1010 <i>Introduction to African American and Diaspora Studies</i></p> <p>AMER 3830 <i>Serving and Learning</i></p> <p>ANTH 3145 <i>Sexuality, Gender, and Culture</i></p> <p>CMST 3720 <i>Communicating Gender</i></p> <p>ENGL 3742 <i>Feminist Theory</i></p> <p>MHS 2120 <i>Health Social Movements</i></p> <p>MUSL 2150 <i>Music, Identity, and Diversity</i></p> <p>PHIL 3012W <i>Writing as Political Resistance</i></p> <p>PSCI 3271 <i>Feminist Theory and Research</i></p> <p>WGS 1150 <i>Sex and Gender in Everyday Life</i></p>
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Washington State University (WA)

Diversity

"Diversity courses introduce students to cultural differences and similarities by exploring the multiplicity of individual and group experiences within and across various historical periods, societies, and cultures. This exploration contributes to stronger, more complex cross-cultural understanding and communication, helping students engage various social and cultural contexts and interactions using knowledge, critical thinking, and flexibility in perspective. DIVR courses also encourage students to ask more complicated questions about cultural systems and systems of power, and to pursue answers that reflect multiple cultural and intellectual perspectives."

AMDT 417 *Social and Psychological Aspects of Dress*

AMER ST 475* *Digital Diversity*

ANTH/WOMEN ST 316 *Gender in Cross Cultural Perspective*

CES 101 *Introduction to Comparative Ethnic Studies*

COMSOC 321 *Intercultural Communication*

CRM J 205 *Realizing Justice in a Multicultural Society*

DTC 206 *Digital Inclusion*

ENGLISH 362 *Rhetorics of Racism*

H D 350 *Family Diversity*

SOC 340 *Social Inequality*

WOMEN ST 300* *Intersections of Race, Class, Gender, and Sexuality*

Whitman College (WA)

Cultural Pluralism

"The cultural pluralism requirement focuses primarily on underrepresented cultural perspectives. In addition, courses in this area foster a greater understanding of the diversity of interconnectedness of cultures."

Anthropology 358 *Sex & Gender in Anthropology Perspective*

Art History 354 *Race, Ethnicity, and the Urban Imaginary*

Environmental Studies 339 *Writing Environmental Disasters*

Gender Studies 328 *Queer Studies*

General Studies 245 *Critical and Alternative Voices*

Politics 318 *Community-Based Research as Democratic Practice*

Psychology 309 *Science of Sexual Orientation*

Race and Ethnic Studies 105 *Introduction to Race and Ethnic Studies*

Rhetoric Studies 240 *Rhetorical Explorations: Race, Class, and Gender*

Chart 4: Social Justice Academic Programs

Description	Sample Social Justice Requirements and Required Courses	Sample Social Justice Electives
Antioch University Los Angeles (CA)		
Education, Leadership & Social Justice: M.A.		
<p>“Learn how to pioneer change throughout the educational system with a diverse cultural and social perspective.”</p>		<p><i>Social Justice and Education Reform</i></p>
Liberal Studies: Psychology Concentration: Concentration, Major or Minor		
<p>“The psychology concentration has provided AULA’s diverse adult-learner population with a comprehensive and cutting-edge education in psychological theory and practice, while emphasizing the core issues of social justice and intercultural studies.”</p>		<p><i>Sex-Positivity & Social Justice</i></p> <p><i>Transgender Identities: A Multi-cultural View of Gender Variance</i></p>
Liberal Studies: Queer Studies Concentration: Concentration, Minor		
<p>“The BA Program offers a Minor Area of Concentration in Queer Studies emphasizing an activist orientation and advancing the understanding of queerness as challenge and resistance to dominant paradigms in history, culture, and society.”</p>		<p><i>Queer Theory</i></p> <p><i>Transgender Identities</i></p> <p><i>LGBT Sexual Identity Development: Diversity and the Multi-Layered Self</i></p>
Liberal Studies: Urban Studies Concentration: Concentration, Major or Minor		

“Students receive the necessary training to become effective change-makers who can envision a socially, economically, racially, and ecologically just future. ... Our Urban Studies instructors have decades of experience as social justice change-makers, and contributors to, and shapers of the public, intellectual, cultural, regional and local discourse.”

Toolkit for Community Leaders

Writing for Social Change

Social Justice and Environmental History of LA

Sustainability, Justice, and the Solidarity Economy

Arizona State University (AZ)

Diversity and Equity Studies: Certificate

“Integrative social sciences perspectives enable bridge-building within and across differences to redress inequalities. This certificate is valuable to those pursuing careers in medicine, law, business and management, public policy, human resources, media, government and community advocacy.”

SBS 301 *Cultural Diversity*

SOC 339 *Grassroots Social Movements*

SOC 371 *Inequality and Sustainability*

SOC 457 *Global Social Movements*

Environmental Humanities: Certificate

“You’ll gain both theoretical and practical knowledge of the relationships between humans and the rest of nature, and will be better prepared to engage in activities that lead to meaningful social and environmental change. ... To gain practical experience, certificate students also complete a required English internship in environmental activism, policy development, education or another pertinent area.”

ENG 484 *Environmental Humanities Certificate*

JUS 332 *Politics of Energy Policy and Justice*

JUS 444 *Environment and Justice*

SGS 330 *Globalization and the Environment: Problems and Solutions*

SOS 110 *Sustainable World*

SOS 320 *Society and Sustainability*

SOS 370 *Ethics of Eating*

Justice Studies: Major

“Justice studies is an innovative social science program examining current social justice issues, such as human rights, domestic violence and immigration, against a backdrop of legal systems, law and culture.”

Social Justice and Human Rights: M.A.

“The coursework in this theoretically and methodologically rigorous program examines social issues in contexts defined by multiple and intersecting forms of social identity and disadvantage, including gender, race, ethnicity, class, sexuality and nationality. The program requires an internship to be completed domestically or internationally, where students typically work alongside other advocates for social justice to help refugees, migrants, workers, and survivors of violence or human trafficking.”

JHR 501 *Proseminar in Social Justice and Human Rights*

JHR 506 *Grant Writing and Development for Social Justice and Human Rights*

JHR 510 *Problem-Based Seminar in Social Justice and Human Rights*

JHR 525 *Action Research in Social Justice and Human Rights*

JHR 584 *Internship*

Socio-Economic Justice: Graduate Certificate

“The graduate certificate program in socioeconomic justice addresses the social and political implications of global and local economies for economic inequality and social justice.”

Economic Justice
JUS 550 *Gender, Race and Economic Justice* or
JUS 660 *Globalization and Economic Justice*

Conducting Research in Communities
JHR 525 *Action Research in Social Justice and Human Rights* or
JUS 633 *Community Research*

Barnard College (NY)

Education Program: Tracks, Major

“The Barnard Education Program is committed to strengthening public education and addressing issues of equity and social justice, particularly in urban schools.”

[Human Rights Studies: Major](#)

“The Human Rights Studies Program introduces Barnard undergraduates to the basic normative, theoretical and empirical knowledge and skills necessary to contribute cogently to public debates and policy initiatives related to social justice in the modern world.”

HRTS BC3855 *Religion, Social Justice, Human Rights*

ANTH BC3913 *Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society*

SOCI BC3931 *Social Justice & Human Rights Seminar*

ANTH BC3932 *Climate Change, Global Migration, and Human Rights in the Anthropocene*

HRTS G4400 *Sexual Orientation, Gender Identity, and Human Rights*

Belmont University (TN)

[Faith and Social Justice: Major](#)

“This major prepares students to make an impact in a wide variety of fields that call for leadership with integrity and value. The major provides the student with academic and practical experiences in ethics formation and application.”

REL 3510 *Poverty and Justice*

REL 3520 *Faith and Justice*

REL 3540 *Eco-Justice and Faith*

[Social Entrepreneurship: Major](#)

"The program prepares students to engage and transform the world through the formation or expansion of ventures that will create social change. Our social entrepreneurs will be grounded in faith and values, shaped through experiential education and practical experience, and informed through the knowledge and skills drawn from diverse academic areas of study. ... 3. Contemporary Social Issues Track This track encourages students to explore a variety of complex and interconnected social issues, including race, class, gender, inequality, and social justice."

SET 2100 *Introduction to Social Entrepreneurship*

SOC 3210 *Men, Masculinity, and the Movies*

SOC 3400 *Inequality*

SOC 3700 *Criminal Justice*

[Social Justice: Minor](#)

SWK 2300 *Exploring Human Diversity*

Berea College (KY)

[Sustainability and Environmental Studies: Major](#)

"For Berea College, "sustainability" refers to the capacity of individuals, communities, and societies to coexist in a manner that maintains social justice, environmental integrity, and economic well-being today, and for future generations."

SENS 100 *Introduction to Sustainability & Environment*

SENS 215 *Sustainable Appalachian Communities*

SENS 225 *Environmental Justice*

[Peace and Social Justice Studies: Major, Minor](#)

"We are concerned with building peace with justice locally: with families, communities and organizations, and we also strive to reduce injustice and build peace nationally and internationally."

PSJ 100 *Foundations of Peace & Social Justice*

PSJ 205 *Movements & Community Organizing*

PSJ 210 *Diversity and Social Justice*

PSJ 225 *Environmental Justice*

PSJ 450 *Seminar in Peace & Social Justice*

Brandeis University (MA)

Peace, Conflict, and Coexistence Studies: Minor

"Toward social justice: We in our field seek to investigate the nature of power, political participation, release from domination and exploitation, and the self's relation to all this."

PAX 89a *Internship in Peace, Conflict, and Coexistence Studies*

SOC 119a *Deconstructing War, Building Peace*

CAST 150b *Introduction to Creativity, the Arts, and Social Transformation*

SOC 153a *The Sociology of Empowerment*

Public Policy: M.P.P.

"Explore the intersection of social justice and social policy in a collaborative, non-competitive academic environment."

Social Justice and Social Policy: Minor

<p>“The social justice and social policy (SJSP) minor links an academic curriculum with the university’s commitment to social justice. The program provides a common place for students in all disciplines to engage with issues of justice and equity.”</p>	<p>SOC 155b <i>Protest, Politics, and Change: Social Movements</i></p>	<p>LGLS 161b <i>Advocacy for Policy Change</i></p> <p>SJSP 89a <i>Social Justice, Social Policy Internship</i></p> <p>AMST 102aj <i>Environment, Social Justice, and Empowerment</i></p> <p>HS 528f <i>Law and Social Justice: Constructions of Race and Ethnicity and Their Consequences</i></p> <p>SOC 138a <i>Sociology of Race, Gender, and Class</i></p> <p>SOC 147a <i>Sustainable and Resilient Cities</i></p> <p>AMST 191b <i>Greening the Ivory Tower: Improving Environmental Sustainability of Brandeis and Community</i></p> <p>HS 143a <i>Social Justice and Philanthropy</i></p>
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Social Policy (Ph.D.): Global Development and Sustainability: Ph.D., Concentration

<p>“This concentration examines societal and environmental influences that abet or constrain inclusive policies to promote equitable, sustainable development. Such factors include attitudes toward economic groups, race, ethnicity and indigenous and tribal identity, gender, sexual orientation and religious tradition.”</p>		
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Women’s, Gender, and Sexuality Studies Program: Major, Minor

<p>“These programs [WGS and the minor in Sexuality and Queer Studies] draw an enthusiastic and diverse group of students who seek intellectual challenges and who are committed to social justice. ... We are firmly committed to intersectional approaches in our curriculum that link gender and sexuality with race, class, religion, ethnicity, age, ability and nationality.”</p>	<p>WMGS 105b <i>Feminisms: History, Theory, and Practice</i></p>	<p>BUS 125A <i>Leading in the Era of Diversity</i></p> <p>PHIL 128A <i>Gender, Multiculturalism and the Law in Philosophy</i></p>
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[Political Science: International Affairs and Global Justice: M.A., Concentration](#)

“The International Affairs and Global Justice concentration is designed to prepare students for careers in international affairs, development, government, international organizations, non-profits, public education, and the private sector - or to move on to law school or doctoral programs in the social sciences. With small classes and opportunities to work closely with faculty, this two-year program offers a broad range of courses in comparative politics, international relations, and global justice.”

POLS 7080 *Sexual Orientation, Gender Identity and Human Rights*

POLS 7680 *The Politics of Climate Change*

POLS 7750 *Democratization and Global Justice*

Cabrini University (PA)

[Social Justice: Minor](#)

“Many courses in the social justice minor include components that invite students to apply classroom learning to settings in the broader community through direct service, advocacy, and empowerment.”

SOJ 150 *Social Justice in Theory and Action*

SOJ 250 *Social Justice in the Field*

REL 225 *Catholic Social Thought and Practice*

REL 111 *Faith and Justice*

SOJ 401 *Social Justice Seminar*

[Social Work: Major](#)

“The program aims to train students to become effective, innovative professional social workers who will apply their knowledge and critical thinking skills to practice according to social work values and social justice principles.”

SOC 215 *Introduction to Sociology: Race, Class, Gender*

California State University Northridge (CA)

Civic and Community Engagement: Minor

“The Civic and Community Engagement (CCE) Minor is designed for students who wish to apply what they learn at CSUN toward making positive changes in their communities and the world. Students can combine their GE Path coursework and collaborations with community partners to become informed and active members and leaders in society.”

CCE 200 Introduction to Civic and Community Engagement

CCE 490 Capstone in Civic and Community Engagement

Gender & Women’s Studies: Major, Minor

“We see our department as a force for change in California, in the nation as a whole, and in the world, change which strives to achieve social justice, deepen democracy, and create world peace.”

GWS 220 Men, Masculinity and Patriarchy

GWS 300 Women as Agents of Change

GWS 305CS Gender and Women’s Studies Community Service

Gender and Social Justice: Minor

“This minor prepares students for employment in non-profit organizations, politics, government agencies, cultural reporting and socially conscious niches within the entertainment industry.”

SWMS 310 Gender and Social Justice

SWMS 311 Gender Studies and the Community: Internship

SWMS 384m Gender, Social Inequality, and Social Justice

Social Justice: General Education Path

“The primary goal of the Social Justice Path is to encourage students to think critically about social justice, to recognize it as foundational for peaceful societies, and to look for ways to promote it. Through interdisciplinary studies students will learn about distinct definitions of social justice and historical and contemporary issues related to it. They will analyze the ways that socially constructed beliefs and expectations associated with race, ethnicity, nation, religion, developmental challenges, gender, and/or sexuality become institutionalized and facilitate and/or limit people’s ability to exercise equal social, political, and economic rights. Students will be able to connect their personal experiences to the ways in which equality and inequality are institutionalized and will recognize their agency in creating an equitable society.”

Queer Studies: Minor

“The program explores how heterosexism, heteronormativity and transphobia intersect and collide with national, ethnic, racial, class and other identifications, fostering a community of learners who grapple with issues of diversity, gender, sexuality and social justice.”

QS 301 *Perspectives in Queer Studies*

QS 302 *L.A. in Transit: Communities, Organizations and Politics*

Sociology: Social Welfare & Social Justice Concentration: Concentration

“Social Welfare (Option III) is intended to provide the student with knowledge and skills necessary for entry professional-level employment in social work settings such as hospitals, probation and parole, public welfare, community planning, mental health and physically handicapped. Satisfactory completion of the Option makes the student eligible for entry level membership in the National Association of Social Workers upon employment.”

SOC 357 *Anti-Oppressive Social Work Practice*

SOC 484 *Community Organizing*

SOC 493 *Diversity and Social Justice*

Sustainability: Minor

“Students will ... Be able to define sustainability and understand how concepts of sustainability are connected to issues of social justice, the environment and the economy at local, regional and global levels.”

SUST 401 *Applied Sustainability*

AFRS 488 *Sustainability and Environmental Justice in African and African Diaspora Communities*

ANTH 432 *Environmental Justice and Health*

CAS 355 *Environment, Development and Social Exclusion in Central America*

MGT 466 *Strategic Leadership of Sustainability: Organizational Challenges and Opportunities*

City College, CUNY (NY)

Anthropology, Gender Studies, and International Studies: Major

“The Department is an academic and activist space for students committed to engaging issues ranging from global economic inequality in the past and the present, to peace building in war-torn societies, to gender and racial justice globally and locally. ... With projects centered around social justice issues and concerns, our faculty research the global industrial prison complex, African Diasporas, Latinx and Latin American diasporas, South Asian and Asian American diasporas, the Caribbean, and Archaeology of the modern world. In these realms, faculty are also concerned with health and medicine, refugees and immigrant lives, gender, race, sexuality, and disability.”

Community Change Studies: Minor

“Even in the most difficult circumstances, we can and do organize communities and build democratic institutions that fight for the universal realization of human rights and social justice—and that fight against racism, poverty, homophobia, sexism, anti-immigrant politics, and other forms of violence, oppression and exploitation. Knowing how to organize communities and build power is of utmost importance.”

PSC 31147 *Community Organizing*

PSC 31051 *Community-Based Research*

SSC 31200 *Internship*

PSC 37600 *Marxism*

PSC 32400 *The Politics of Protest*

Cornell University (NY)

American Studies: Minor

"The five discrete courses constituting the minor must include: ... At least one course dealing with diversity. (In the American Studies Program, "diversity" courses address social justice or inequality, with an emphasis on race, class, gender, and/or sexuality)."

ASRC 3512 *Black Panther Party Autobiography - Writing the Activist Self*

ASRC 4033 *Race & Social Entrepreneurship: Food Justice*

ASRC/ENGL/LSP 4635 *Art! Poetry! Power!*

Anthropology: Activism & Social Justice: Major, Pathway

"The Activism & Social Justice pathway offers tools for analyzing causes and manifestations of injustice, both globally and in the United States, and will help you understand how people organize and educate one another to make the world a better place. Courses examine human rights activism and advocacy, social movements, racial justice organizing, feminist activism, LGBTQ movements, NGOs, humanitarianism, and social justice education. On this pathway, you can learn to analyze these movements and gain a set of ethical orientations that can help transform your reflections into consequential action in the world."

Anthr 2400 *Cultural Diversity and Contemporary Issues*

Anthr 3026 *Inequality and the Global Economy*

Anthr 4462 *Politics Beyond the State: Activism, Advocacy, and NGOs*

Anthr 4479 *Ethnicity and Identity Politics: An Anthropological Perspective*

Anthr 2920 *Drugs and Social Justice*

Community Food Systems: Minor

"The CFS Minor intends for students, upon completion of the minor, to be able to ... Learn how to critically analyze food systems, including related controversies, and understand implications for sustainability and social justice."

DSoc 3400 *Agriculture, Food, and Sustainability, and Social Justice*

DSoc 4400 *Community Food Systems Capstone*

Practicum

AMST 4030/ASRC *Race and Social Entrepreneurship: Food Justice + Urban Reform*

FDSC/IARD/NTRES 4800 *Global Seminar: Building Sustainable Environments and Secure Food Systems for a Modern World*

“Students study policies that support the expansion of human rights and the elimination of all forms of discrimination, such as those based on gender, race, class, religion, ethnicity, caste, sexual orientation, disability or marital status both domestically and internationally, and work toward ensuring equal opportunities before the law and in society-at-large. Students pursuing this concentration also analyze the political and economic constraints that stand in the way of the full realization of human rights and learn to serve as advocates for alleviating political, economic, and social inequality.”

HD 3840 *Gender and Sexual Minorities*

Crime, Prisons, Education, and Justice: Minor

“Students in the Crime, Prisons, Education, and Justice minor will participate in one of the most pressing civil rights challenges of the 21st century: ending mass incarceration and the carceral state.”

GOVT 3121 *Crime and Punishment*

GOVT/AMST 3141 *Prisons*

GOVT 3152/AMST 3155 *Prisons, Politics, Policy*

GOVT 3142 *Incarceration, Policy Response, and Self-Reflection*

AMST 3762 *Law, Latin@s, Illegality*

ASRC 2241 *Reading The New Jim Crow and Contemporary Modes of Racialization*

SOC 2220 *Controversies about Inequality*

Engaged Leadership: Certificate

“You’ll build on your interests and experiences (from courses to extracurricular activities) and develop the skills you need to be an engaged leader — recognizing what the world needs from you and bringing about change through collaboration and respect.”

Feminist, Gender & Sexuality Studies: Major, Minor, Graduate Minor

“Feminist, Gender, and Sexuality Studies offers students the opportunity to study a wide range of fields from the perspectives of feminist and LGBTQIA critical analysis, in a global context and with the purpose of promoting social justice.”

FGSS 2010 *Introduction to Feminist, Gender, and Sexuality Studies*

FGSS 3000 *Feminist Theory*

FGSS 4035 *Intersectionality in Disability Studies*

Inequality Studies: Minor

“Inequality lies at the heart of current debates about opportunity and equity, implicating numerous contemporary policy issues. Public and scholarly interest in inequality has intensified, not merely because of historic increases in income and wealth inequality in the United States and other advanced industrial countries, but also because inequalities of race, ethnicity, gender, and social class are evolving in dramatic and complicated ways.”

AMST/GOVT 2225 *Controversies About Inequality*

ASRC 3604 *U.S. Education, Oppression, Resistance*

ANTHR 3462 *Democratizing Research: Participation, Action, and Research*

ARKEO 7227 *Embodiment of Inequality: A Bioarchaeological Perspective*

CRP 3310 *Social Justice and the City: Preparation for Urban Fieldwork*

CRP 3854 *Social Justice and Urban Issues: The Case of Washington and Its Environments*

DSOC 4820 *Agents of Change: Community Organizing for the Public Good*

AMST 3635 *Human Rights and Global Justice*

LSP 3000 *Latina Activism Feminist Theory*

WRIT 4310 *Service Learning for Democratic Citizenship: Literature of American Social Action Movements*

DePaul University (IL)

Community Service Studies: Minor

"Issues of social justice, including race, class, language, socioeconomic standing, cultural sensitivity and privilege, pervade most activities we associate with community service."

CSS 201 *Critical Community Engagement*

CSS 300 *Introduction to Non-Profit Management*

CSS 395 *Community Internship*

ART 292 *Community Video Production*

CTH 341 *Liberation Theology: Theory and Practice*

JOUR 374 *Community Journalism*

CSS 310 *Restorative Justice: Engagement with the Prison*

CSS 320 *Community Food Systems*

PHL 250 *Philosophy and Social Change*

PSC 282 *Political Action and Social Justice*

PSY 310 *Connecting with Youth through Research, Advocacy, and Service*

PPS 331 *Environmental Justice*

SPN 124 *Intermediate Spanish I: Service Learning*

WRD 377 *Writing and Social Engagement*

Criminology: Community Justice Concentration: Major, Concentration

"Community Justice emphasizes the need for collaborative efforts between criminal legal agencies and community partners to enhance informal social control with the goal of stabilizing communities and reducing crime. Specific strategies include community organizing, different aspects of crime prevention, private-public partnerships, and justice initiatives."

CSS 201 *Critical Community Engagement*

CSS 310 *Restorative Justice: Engagement with the Prison*

PSC 368 *Rights-Based Social Movements*

Criminology: Criminal Justice Administration Concentration: Major, Concentration

"Through a social justice perspective, students in this concentration develop more just and humane responses as agents of criminal legal system."

Criminology: Race, Class, Gender and Justice Concentration: Major, Concentration

"Race, Class, Gender, and Justice examines the social, political, and economic inequities in society. This concentration sensitizes students to the struggles of marginalized groups who are exposed to the criminal legal system. The courses within this concentration serve to further students' conceptual understanding of the values, ethics, and power relationships involved in the process of justice."

LGQ 319 *Queer Pioneers: Culture, Gender, and Political Activism*

WGS 303 *Gender, Violence and Resistance*

Critical Ethnic Studies: M.A.

"This program uses an interdisciplinary social justice perspective to critique global and local configurations of power. We emphasize social justice and transformation while focusing on U.S. ethno-racial populations through an intersectional, transnational, and urban framework."

CES 401 *Critical Ethnic Studies*

INT 401 *Critical Social Theory*

Geography: Environment and Society Concentration: Major, Concentration

GEO 200 *Sustainable Urban Development*

GEO 205 *Urban Environmental Justice*

GEO 215 *International Development and Regional Inequality*

GEO 351 *Geography, Food and Justice*

Leadership, Language & Curriculum: Minor (B.A.), M.A., M.Ed., Ed.D., Ed.S.

"The preparation we offer practitioners demonstrates our commitment to social justice, critical pedagogy, and positive educational transformation."

BBE 307 *Equity Issues in Assessment of Language Learners*

CS 751 *Curriculum for Human and Community Development*

CS 764 *Youth Development, Ideology, Culture, and Society*

CS 472 *Ethics, Curriculum and Social Change*

SCG 711 *Culture, Power and Education*

VCE 550 *Education for Global Citizenship*

Peace, Justice and Conflict Studies: Major, Minor

"The Peace, Justice and Conflict Studies Program ... studies social injustice and other forms of systemic violence, introducing nonviolent strategies for resolving interpersonal, communal, and international conflicts in order to promote the common good and the healing needed for community work. ... The Peace, Justice and Conflict Studies minor is designed to help students engage in critical examination of the origins and root causes of violence, social injustice and conflict; and to foster dialogue about the efficacy of nonviolent approaches to social change and peace-building."

PAX 250 *Topics: Tools for Social Change*

PAX 251 *Topics: Tools to Support Justice, Human Rights, and Peacebuilding*

PAX 212 *Social Justice and Social Change*

PAX 214 *Conflict: Intervention, Negotiation and Advocacy*

PAX 392 *Internship in Peace, Justice, and Conflict Studies*

PAX 301 *The Theory and Practice of Nonviolent Action*

PAX 321 *Principles and Practices of Restorative Justice*

PAX 382 *Topics in Social Justice and Social Change*

PAX 384 *Topics in Activism and Advocacy*

PAX 112 *Chicago Justice and the Work for Social Change*

PAX 200 *Communities Working for Sustainable Justice and Peace: Service in Chicago and the U.S.*

PAX 220 *Social Engagement for Peace and Justice*

PAX 228 *Identity, Privilege, and Social Change*

PAX 313 *Beyond Conflict Resolution: The Evolution of Grassroots Peacebuilding*

PAX 350 *Capstone in Peace, Justice & Conflict Studies*

Psychology: Community Concentration: Major, Concentration

"The Community concentration focuses on research and community intervention strategies to address real-world issues, such as violence, substance abuse, HIV/AIDS, chronic illness and mental health problems among diverse, at-risk populations. It also provides students with educational and practical skills for scientific and leadership development as community advocates of social justice and empowerment. The Community concentration prepares graduates to work in collaborative ways with community agencies, nonprofit groups and grassroots organizations."

PSY 354 *Community Psychology*

PSY 356 *Principles of Field Research and Action*

PSY 359 *Field Work in Community Research and Action*

Community Psychology Internship

Sociology: Cities, Action, Power, and Practice (CAPP) Concentration: Major, Concentration

"Students will investigate the interrelated issues of poverty, housing, education, and crime in phenomena like public housing and gentrification. As they do, they will also consider the activists, organizations, and policy efforts that mobilize around these issues. Collaborations with community organizations will provide the student with a familiarity of urban issues and institutions. Cross-cutting sociological subjects such as work, race/ethnicity, gender, immigration, policing and law, and community activism are central to the work of the concentration. CAPP prepares students to work with community-centered non-profit organizations of various types or within government."

CSS 201 *Critical Community Engagement*

GEO 200 *Sustainable Urbanism*

GEO 205 *Urban Environmental Justice*

PSC 282 *Political Action and Social Justice*

SOC 347 *Class, Power and Decision Making in the City*

PPS 250 *Issues in Neighborhood Development*

SOC 305 *Power, Deviance and Social Control*

CSS 300 *Introduction to Non-Profit Management*

SOC 340 *Social Inequality*

CSS 320 *Community Food Systems*

ENV 344 *Environmental Justice and Advocacy*

PPS 331 *Environmental Justice*

Sociology: Law, Crime, and Criminology Concentration: Major, Concentration

“Students in this concentration will learn about the cultural and structural forces that work to define deviance, inform the construction and interpretation of the law, and delimit the experiences of people affected by the criminal justice system. This concentration prepares students for careers in law, non-profit social justice work, social work, or youth services.”

SOC 248 *White Racism*

SOC 305 *Power, Deviance and Social Control*

SOC 317 *Gender, Crime and Justice*

SOC 332 *Theoretical Criminology*

SOC 394 *Community Based Sociology*

Women's and Gender Studies: B.A./M.A., Minor

“The Women's and Gender Studies program focuses on examining women's and men's identities and experiences in relation to gender, race, class and culture; addresses issues of power and resistance; and connects feminist theories and research to public policy and social justice. Classes focus on feminist and social justice theory with an emphasis on agency, social responsibility, advocacy and activism.”

WGS 100 *Women's Lives: Race/Class/Gender*

WGS 200 *Women's Studies in Transnational Contexts*

WGS 300 *Feminist Theories*

WGS 391 *Methods and Scholarship in Women's Studies*

WGS 395 *Women's Studies Advanced Seminar*

Women's and Gender Studies: Social Justice and Public Policy Concentration: Major, Concentration

WGS 303 *Gender, Violence and Resistance*

WGS 314 *Antiracist Feminisms*

WGS 320 *Transformative Justice: Theory and Practice*

WGS 338 *Sexual Justice: Lesbians, Gays and the Law*

SOC 209 *Sociology of Women*

Eastern Kentucky University (KY)

African American Studies: Minor, Certificate

"If any of the following applies to you, you should consider obtaining a minor or certificate in African/African-American (AFA) Studies: ... Learning about issues of social justice, and working with a diverse group of students and faculty to achieve freedom of opportunity for all."

AFA 346 *Diversity and Criminal Justice*

CDF 424 *Diversity Awareness for Professional Practice*

Social Justice Studies: Major (B.S.)

"The program focuses on experiential learning and offers students opportunities to engage in field work designed to connect classroom learning with real world social activism."

SJS 101 *Understanding Social Justice and Human Struggle*

SJS 250S *Service Learning in Justice, Conflict and Social Change*

SJS 301 *Theories of Social Justice*

SJS 313 *Mobilizing for Social Justice*

SJS 396 *Researching and Writing for Change*

SJS 450S *Learning through Civic Engagement*

SJS 322 *Social Justice and Media*

SJS 325 *Social Justice and Film*

SJS 401 *Conflict, Resistance, and Nonviolent Struggle*

SJS 467 *States of Violence*

SJS 470 *Critical Carceral Studies*

SJS 480 *Ethnography for Social Change*

SJS 490 *Identity, Culture, and Power*

Evergreen State College (WA)

Community Studies: Major

“Evergreen has a rich legacy of working within communities on issues of treaty rights and sovereignty, economic and social justice, and a host of other issues.”

A People’s Geography of American Empire

Cities and Suburbs: Advocacy and Writing for Social and Ecological Justice

Critical Indigenous Studies I

Doing the Business of Nonprofits: Ideas to Realities through Grantwriting and Fundraising

Gateways for Incarcerated Youth: Critical Literacy and Critical Numeracy

Multicultural Counseling

Repair: The Art of Sustainability and Social Practice

Student-Originated Studies: Community-Based Learning and Action

George Mason University (VA)

[Arts and Social Change: Minor](#)

“The minor leverages artistic and creative practice in an array of academic and social contexts. The goal is to infuse these practices into territories outside the traditional art world through research, participatory experimentation and documentary aesthetic aspects of social practice. With a focus on creative research and project production students experience direct engagement with communities while developing skills toward fostering positive change in communities via the arts.”

AVT 309 *Art as Social Action*

AVT 385 *EcoArt*

AMGT 410 *Arts Advocacy and Community*

AMGT 471 *Introduction to Grant Writing*

FRLN 385 *Multilingualism, Identity, and Power*

INTS 337 *Social Justice Consciousness and Personal Transformation*

SOCI 320 *Globalization and Social Change*

SOCI 355 *Social Inequality*

[Environmental and Sustainability Studies: Major](#)

"This degree provides students with theoretical and practical knowledge of three aspects of environmental and sustainability studies: people, prosperity, and planet. In addition to required core courses, students develop more in-depth knowledge in their choice of concentration. This degree prepares students for employment and graduate study in fields related to social justice, business and public policy, and environmental protection as they relate to the environment and sustainability."

INTS 334 *Environmental Justice*

INTS 210 *Sustainable World*

EVPP 480 *Sustainability in Action*

Environmental and Sustainability Studies: Concentration in Equity and Environmental Justice: Major, Concentration

EVPP 362 *Intermediate Environmental Policy*

EVPP 436 *The Human Dimensions of Global Climate Change*

INTS 336 *Poverty, Wealth and Inequality in the US*

INTS 337 *Social Justice Consciousness and Personal Transformation*

INTS 304 *Social Movements and Community Activism*

INTS 331 *The Nonprofit Sector*

INTS 362 *Social Justice and Human Rights*

SOCI 355 *Social Inequality*

Integrative Studies: Social Justice and Human Rights: Major, Concentration

"Students in the Social Justice and Human Rights programs examine a wide variety of oppressions such as racism, sexism, heterosexism, anti-immigrant oppression, ableism, economic injustice, animal exploitation, environmental injustice, as well as related denials of human rights, such as human trafficking, settler colonialism, mass incarceration, use of sweatshop and child labor, unequal access to education, and voter disenfranchisement."

INTS 337 *Social Justice Consciousness and Personal Transformation*

INTS 362 *Social Justice and Human Rights*

INTS 336 *Poverty, Wealth and Inequality in the US*

WMST 308 *Introduction to Lesbian, Gay, Bisexual, Transgender, Transsexual, and Queer Studies*

ANTH 331 *Refugees*

INTS 338 *Animal Rights and Humane Education*

INTS 436 *Social Justice Education*

SOCI 307 *Social Movements and Political Protest*

Leadership: Minor

“Through the required coursework and experiential learning, students critically examine diverse theories, research, and perspectives on leadership and are encouraged to explore topics such as social change and globalization, creative conflict resolution, the nature of power, oppression and influence, innovation, and systemic leadership. Civic engagement and multicultural competence are viewed as necessary requirements for leadership.”

INTS 204 *Leadership Theory and Practice*

INTS 435 *Leadership in a Changing Environment*

AVT 309 *Art as Social Action*

CONF 300 *Conflict Resolution Techniques and Practice*

INTS 356 *Foundations of Resilience and Well-Being*

INTS 406 *Global Leadership*

SOCI 307 *Social Movements and Political Protest*

Mason Core: Engagement Series - Sustainability: Optional Pathway

“Sustainability programs at Mason seek to guide students as they critically assess the environmental, social, economic and ethical impacts of technology and policy decisions. The Engagement Series in Sustainability identifies Green Leaf Programs and Courses designated offerings that contribute significantly to students’ understanding and practice of sustainability. These offerings extend beyond environmental management, natural resources protection and conservation studies alone to embrace economic development and social responsibility.”

INTS 295 *Field-Based Work: Leadership for Sustainability*

AVT 385 *EcoArt*

CLIM 101 *Global Warming: Weather, Climate, and Society*

EVPP 480 *Sustainability in Action*

PHIL 343 *Topics in Environmental Philosophy*

SOCI 320 *Globalization and Social Change*

Nonprofit Studies: Minor

“The minor is designed to introduce students to the theoretical foundations and practical skills needed to be successful in this [nonprofit] sector. Through heavy emphasis on experiential learning with the many excellent non-profit organizations in our region, students learn to apply theory within the context of today’s complex and rapidly changing environment.”

INTS 331 *The Nonprofit Sector*

INTS 431 *Principles of Fund Raising*

INTS 435 *Leadership in a Changing Environment*

INTS 210 *Sustainable World*

INTS 304 *Social Movements and Community Activism*

INTS 422 *An Experiential Approach to American Foreign Policy*

PSYC 427 *Community Engagement for Social Change*

SOCI 492 *Sociology of Organizations*

Social Innovation: Minor

“This interdisciplinary minor in social innovation is designed to introduce students to the foundations of social innovation and the practical techniques social innovators employ to create solutions that balance people, profit, and the planet (i.e. the triple-bottom line). Through an emphasis on experiential learning in team-based innovation projects, students will integrate theory and practice as they develop the knowledge and skills of social innovators.”

INTS 435 *Leadership in a Changing Environment*

INTS 450 *Social Innovation in Action*

GOVT 353 *Social Entrepreneurship*

INTS 319 *Contemporary Youth Studies*

INTS 370 *Sustainable Food Systems*

PSYC 427 *Community Engagement for Social Change*

Social Justice: Minor

"The minor engages students in both a critical examination of various forms of injustice (such as poverty, racism, and speciesism, and environmental degradation) and an exploration of strategies for creating and sustaining an equitable and just world. The minor is interdisciplinary in nature, drawing on disciplines as distinct as critical race studies, critical animal studies, and environmental science. It is designed particularly to help students consider the intersectional nature of all types of exploitation and their related movements for liberation."

INTS 337 *Social Justice Consciousness and Personal Transformation*

INTS 362 *Social Justice and Human Rights*

INTS 436 *Social Justice Education*

INTS 334 *Environmental Justice*

INTS 338 *Animal Rights and Humane Education*

INTS 402 *Plants and People - Sustenance, Ceremony, and Sustainability*

INTS 304 *Social Movements and Community Activism*

INTS 336 *Poverty, Wealth and Inequality in the US*

INTS 346 *Art as Social Action*

INTS 416 *Refugee and Internal Displacement*

EDUC 301 *Educating Diverse and Exceptional Learners*

INTS 437 *Critical Race Studies*

WMST 330 *Theoretical Perspectives in Women and Gender Studies*

[Sociology: Inequality and Social Change](#): Major, Concentration

"The focus is on inequalities, such as those of race, class, and sex, and on the manner in which such inequalities become structurally rooted in a society. The emphasis is on understanding the rise of the struggle for human rights, democracy, and various social movements that have sought to reverse these inequalities through protests, demonstrations, counter-organizations, and the ballot. This concentration is appropriate for students who seek careers in social justice organizations, social services, or in teaching, and those who wish to participate in social and political movements."

SOCI 355 *Social Inequality*

SOCI 307 *Social Movements and Political Protest*

SOCI 340 *Power, Politics, and Society*

SOCI 382 *Education in Contemporary Society*

Gonzaga University (WA)

Criminology: Major, Minor

“The program fosters a commitment to social justice and the common good as students develop a sociological imagination and learn to critically consume information, theorize social contexts, create new knowledge, and communicate with and for others.”

Journalism: Major, Minor

“Emphasis is placed on the role and responsibilities of journalism within the context of civic and political participation, and the social justice awareness rooted in the University mission.”

JOUR 210 *Civic Journalism*

School Counselor Pro-Certification: Professional Certificate

“The Gonzaga School Counselor Professional Certificate Program (ProCert) is grounded in the unique identity and mission of both the University and the School of Education and built on the values at the heart of those missions: service leadership, academic excellence, social justice, and reflection and collegial practice.”

School of Education: Teacher Certification and Endorsements: Teacher Certification

“Directed by our Jesuit mission, we prepare educational leaders to serve others in need and demonstrate a commitment to social justice. The Teacher Education program offers a thorough preparation in academic subject matter and professional teaching at the undergraduate level. It provides teacher candidates with the opportunity to become reflective learners and practitioners of elementary or secondary education. Many courses in the program offer a community based service learning activity providing candidates an opportunity to experience servant leadership.”

Solidarity and Social Justice: Minor

“The Solidarity & Social Justice minor provides students with a thorough understanding of the range of ways that scholars, researchers and students address injustices and engage efforts to promote social justice in the contemporary world. The minor provides you with a strong foundation for understanding and researching justice issues from a variety of disciplinary perspectives and endeavor to inspire them to become “men and women for others,” while also fostering the practical skills necessary for employment.”

SOSJ 101 *Introduction to Solidarity and Social Justice*

SOSJ 499 *Solidarity and Social Justice Praxis*

SOSJ 410 *Theories of Solidarity and Social Justice*

SOSJ 411 *Social Justice*

SOSJ 328 *-isms: Racism, Classism, Sexism*

SOSJ 240 *Social Problems, Solutions and Social Change*

SOSJ 345 *Global Social Change*

ENGL 309 *Writing for Social Action*

COMM 450 *Justice and Arts of Civic Life*

COMM 430 *Intersectional Communication*

Hamline University (MN)

Nonprofit Management: Minor

“Students will learn about the many roles nonprofits play in a healthy and supportive community. They will also learn the vital roles that volunteerism and the nonprofit sector have played in the history of our country, and the emerging roles of nonprofits around the world. ... In addition to a three course sequence focusing on knowledge and skill development, students who wish to earn the minor in nonprofit management are required to fulfill a semester-long internship with a local nonprofit organization.”

COMM 3460 *Intercultural Communication*

CFST 3300 *The Role of Conflict in Social Change*

SOCJ 1100 *Introduction to Issues in Social Justice*

SOC 1120 *Social Problems*

WSTD 1010 *Foundations of Women’s Studies*

Social Justice: Major

“Students who complete a Social Justice major will gain significant practical experience doing social justice service and/or advocacy work.”

SOCJ 1100 *Introduction to Issues in Social Justice*

EDU 3500 *Diversity and Education*

SOCJ 5900 *Social Justice Capstone*

SOCJ 1150 *Living on the Edge: The Asian American Experience*

Women’s Studies: Major, Minor

“The program encourages development of cultural and political awareness, as well as confidence and ability to identify and challenge systems of oppression that limit the freedom and potential of all people.”

WSTD 1010 *Foundations of Women’s Studies*

WSTD 3850 *Feminist Theory*

Indiana University Bloomington (IN)

African American & African Diaspora Studies and History: Major

“Students in this major enrich their liberal arts research oriented curriculum with experiential learning, community service, and engagement in civic and social justice activities.”

[Counseling](#): Minor

“This program provides instruction to help you become more attentive to multicultural and social justice issues that impact the lives of others.”

[Criminal Justice](#): Major, Minor, Certificate

“The Department of Criminal Justice draws students from a variety of backgrounds and interests. They typically share some of the following qualities: ... Commitment to social justice and fairness[;] Awareness of how race, class, and gender play a role in the criminal justice system[.]”

[Gender Studies](#): Major, Minor

“Our field is inherently activist. It holds up a lens to LGBTQ+ identities, women’s rights, and to social justice issues related to class, race, and immigration.”

Practicum in Gender Studies

[Geography](#): Major, Minor, M.A., M.S., Ph.D

“Our classes deal with the pressing issues of our time, from climate change and water quality to racism, sexism, and economic inequality, and we are committed to maintaining an environment of inclusiveness, respect, and social justice in our classrooms and on campus.”

[Recreation, Park, and Tourism Studies](#): B.S., M.S.

“From its inception, the organized parks and recreation movement in the United States has held as core values the protection of open space and healthy recreational activity as a means to promote the health and well-being of the public and enhance social justice.”

Kansas State University (KS)

[American Ethnic Studies](#): Major, Minor

“Our objectives include (a) teaching university students to think critically about the multifaceted realities and identities of Americas’ diverse ethnicities; (b) promoting social justice ideals and practices of inclusivity; (c) fostering community-based engaged research and praxis responsive to the needs and realities of underserved constituencies; (d) attracting accomplished ethnic studies faculty, undergraduate, graduate students, and retaining them by providing a supportive environment; and (e) foreground the needs, concerns, and knowledges of historically underrepresented peoples of color in Kansas.”

AMETH 353: *Latina/o Perspectives – Art & Activism*

AMETH 461 *Transformative Thought*

AMETH 650 *Practicing Social Change*

AMETH 550 *Popular Paths to Knowledge*

AMETH 560 *Education Across Cultures*

[English](#): Major, Minor, M.A., Graduate Certificate

“The Department of English at Kansas State University affirms our core values of diversity, social justice, critical thinking, creativity, and empathy. We honor Kansas’s history as an abolitionist state and Kansas State University’s legacy as a land grant institution that was, from its first class, coeducational and racially integrated. We stand for justice and against misogyny, racism, xenophobia, homophobia, Islamophobia, transphobia, ableism, the ongoing dispossession of Indigenous peoples, and the destruction of the place in which we live.”

[Gender, Women, and Sexuality Studies](#): Major

“Faculty and students in the Department of Gender, Women, and Sexuality Studies, or GWSS, analyze personal experiences and social institutions as they are shaped by gender, sex, sexuality, race/ethnicity, class, (dis)ability, age and global location to better understand social justice issues.”

GWSS 405 *Resistance and Social Movements*

GWSS 105 *Introduction to Gender, Women, & Sexuality Studies*

GWSS 325 *Queer Study/Concepts/History/and Politics*

GWSS 380 *Women and Global Social Change*

GWSS 480 *Gender, Environment and Justice*

GWSS 500 *Food and Food Justice*

GWSS 605 *Social Change: Field Experience*

GWSS 784 *Internship in Gender, Women, and Sexuality Studies*

DAS 590 *Applied Nonviolence*

[Non-violence Studies](#): Certificate

“The certificate program explores: ... why people care about human rights, human wrongs and social justice”

DAS 590 *Applied Nonviolence*

DAS 455 *Violence, Nonviolence and Social Change*

Social Justice Education: Graduate Certificate

“The 15-credit SJE certificate program focuses on the integration of foundational, theoretical, and practical aspects of social justice in educational settings, with social justice education theory-to-practice as central to the program. The certificate is based on the concept that social justice education is an ongoing, contextual process that impacts inequitable social, economic, and political systems through critical examination and intentional advocacy.”

DED 820 *Foundations of Social Justice Education: Research, Theory, and Practice*

DED 880 *Reflective Practice in Social Justice Education*

GWSS 605 *Social Change Field-Experience*

PSYCH 556 *Multicultural Psychology*

SOCIO 541 *Wealth, Power, and Privilege*

Social Work: Major

“Social work is a profession for those with a spark of idealism, a belief in social justice, and a natural love of working with people.”

SOCWK 565 *Social Policy Formulation and Analysis*

Lafayette College (PA)

American Studies: Social Justice in America Concentration: Major, Concentration

“Students investigate issues of social justice as connected to race, gender, class, and ethnicity in American history and culture.”

Intercultural Competency: Program

"The ICC will help you to synthesize your co-curricular interests and activities into an official recognition that acknowledges your intercultural skills and experiences. Participants in the ICC program will be able to reflect upon the knowledge acquired from living and learning within a diverse community and apply this knowledge in post-graduation contexts."

[Women's and Gender Studies](#): Major, Minor, Honors

"The interdisciplinary WGS minor empowers students to thrive as leaders in the workplace and as effective global citizens. Students who complete the WGS minor learn to ... link new knowledges with issues of social justice."

WGS 280 *Feminist Theory*

WGS 253 *Gender, Race and Environmental Justice*

WGS 261 *Masculinities*

WGS 353 *Single Motherhood (Community-Based Learning Course)*

WGS 380, 381 *Internship in Women's and Gender Studies*

Lake Forest College (IL)

[Social Justice](#): Minor

"The Social Justice minor at Lake Forest College does not shrink from the serious, fundamental questions, e.g., of the tension between demands for individual liberty and the calls for social equity."

Ethics Center/Philosophy 276
Social Justice and Human Rights

Ethics Center/Philosophy 277
Social Justice versus Freedom?

Ethics Center/Philosophy 352
Topics in Social Justice

Art 261 *Art of Social Change*

Education 310 *Equity and Social Justice in Education*

Environmental Studies 322 *African American Environmental Culture from Slavery to Environmental Justice*

Ethics Center 260 *Dialogue: Race, Ethnicity, & Gender*

Philosophy 212 *Multicultural Approaches to the Environment*

Marquette University (WI)

[Educational Policy and Leadership Certificate Programs](#): Certificate

"A distinctive characteristic of the programs are their commitment to the development of professionals as agents of critical inquiry and social justice."

EDPL 6140 *Diversity, Identity and the Student Affairs Professional*

[Environmental Studies: Major](#)

"Environmental destruction, exploitation, unprecedented loss of species diversity, and global climate change all have potentially catastrophic long-term ramifications for human health and social justice. The environmental studies major provides a comprehensive and in-depth education in the study of the ecology of natural ecosystems and the processes by which humans influence, exploit, evaluate, value, mitigate and restore their environment."

[Family Studies: Minor](#)

"In addition, the Family Studies Interdisciplinary Minor seeks to demonstrate ways in which knowledge about family allows for the development of personal and professional growth as well as the application of principles of social justice."

SOWJ 3001 *Social Welfare Policy and Services*

[Latin American Studies: Major](#)

"Students who major in Latin American studies forge new and critical questions about Latin American and hemispheric identity, diversity, borders, sustainability, and social justice."

[Peace Studies: Major, Minor](#)

"The peace studies major will lead you to become an agent for positive change by studying the theory and practice of nonviolent peacemaking, human rights and conflict resolution. The major involves a rigorous interdisciplinary course of study that will challenge you to think critically and ethically, while positioning you to live and work in manner consistent with what you value."

SOWJ 2300 *Conflict Resolution and Restorative Justice*

SOCI 3700 *Social Movements*

SOWJ 2300 *Conflict Resolution and Restorative Justice*

SOWJ 2600 *Community Organizing*

SOWJ 3400 *Advocacy and Social Change Theory and Practice*

SOWJ 4600 *Faith-based Activism*

Social Welfare and Justice: Major, Minor

"Social justice research investigates whether some groups have privileged access to resources while others are systematically excluded and social justice advocacy explores ways to remove social inequalities."

SOWJ 1001 *Introduction to Social Welfare and Justice*

SOWJ 2300 *Conflict Resolution and Restorative Justice*

SOWJ 3001 *Social Welfare Policy and Services*

SOWJ 2600 *Community Organizing*

SOWJ 3986 *Internship in Social Welfare and Justice*

SOWJ 3400 *Advocacy and Social Change Theory and Practice.*

Merrimack College (MA)

Law, Ethics and Society: Minor

"The law, ethics and society minor is a multidisciplinary liberal arts minor that emphasizes the relationship among legal, social and ethical issues. ... It is strongly recommended that students participate in an experiential learning component, such as moot court, an internship in law or social justice, or Ethics Bowl."

CRM 3050/3050W *Female Deviance, Crime and Social Control*

PHL 3030 *Global Justice*

SOJ 1000 *Introduction to Social Justice*

Community Engagement: M.Ed.

“The Master of Education in Community Engagement (M.Ed.) prepares students to be non-profit leaders, social change activists, and leaders in the national service learning movement.”

ED 640G *Diversity and Social Justice*

ED 691G *Community Engagement: Theory and Practice*

CME 506G *Community Organizing and Development*

CME 535G *Social Justice Education in Action*

CME 545G *The Politics of Community Engagement*

[Environmental Studies and Sustainability](#): Major, Minor

“The need to understand, respond to and alter the impacts of human activity on the natural systems of the planet has never been more urgent. We must rethink, redesign and recreate how humans make use of the earth’s natural resources. A degree in Environmental Studies and Sustainability will prepare you to rise to these challenges—on campus and in the world. It will also equip you to play a role in the emerging green economy.”

ESS 1050 *Environmental Studies and Sustainability Gateway*

ESS 4820 *Community Internship*

[Social Justice](#): Major, Minor

“As a social justice major, you will receive the knowledge to prepare for advocacy and human-rights work within local community organizations and national and international non-governmental organizations like the United Nations.”

SOJ 1000 *Introduction to Social Justice (Theory and Practice)*

WGS 3110 *Global Women’s Issues: Gender, Activism and Social Justice*

PHL 3030 *Global Justice*

WGS 3000 *Thinking Green: Environmental Justice, Gender and Animal Rights*

CRM 3380W *Race, Class and Crime*

EDU 2130 *Diversity, Social Justice and Ethics*

ENG 1200 *Inequality and Justice in Life/Literature*

CRM 2300 *Hate Crimes*

FAA 2505 *The Politics of Performance: Theatre, Government and Social Change*

ECO 3309 *Marxian Economics*

WGS 2200 *Gender and Social Movements*

WRT 2020W *Writing for Social Change*

Miami University of Ohio (OH)

Community-Based Leadership: Minor

“Students will explore leadership as it is practiced in communities, organizations, and public institutions. Explorations of leadership as a critical activity for contemporary public life in a democratic society.”

EDL 232 *Introduction to Community-Based Leadership*

ATH/BWS 325 *Identity, Race, Gender, Class*

DST/EDP/SOC/WGS 375
(Dis)Ability Allies: To be or not to be? Developing Identity and Pride from Practice

EDL 203 *Introduction to Critical Youth Studies*

EDL 369 *Sexuality, Youth, Education*

IDS 159 *Strength Through Cultural Diversity*

SJS 215 *EMPOWER I: Educational and Economic Justice and Service-Learning*

STC 437 *Advocacy in Contemporary America*

SJS/SOC 323 *Social Justice and Change*

SOC/BWS/SJS 470 *Social/Political Activism*

WGS 301 *Women and Difference: Intersections of Race, Class, and Sexuality*

Disability Studies: Minor

“This interdisciplinary minor offers a broad liberal arts approach to the study of disability, providing students with knowledge of the historical, social, artistic, literary, legal, educational, philosophical, and political framing of disability. Students develop a strong interdisciplinary foundation, with emphasis on cultural constructions of disability and the intersections of disability, race, gender, sex, age, class, and other markers of diversity and difference.”

DST 272 *Introduction to Disability Studies*

DST 375 *Allies and Activists*

DST 278 *Women and (Dis)Ability*

DST 169 *(Dis)Ability Identity*

SJS 165 *Introduction to Social Justice Studies*

DST 378 *Media Illusions of Disability: Creations of “The Disabled Identity”*

WGS 435 *Queer Theory*

DST 470 *Social/Political Activism*

Educational Leadership: Major, M.A., M.S., Ed.D., Licensure

“Our core values are that school leadership is an intellectual, moral, and craft practice, and that transformation leadership entails a commitment to equity and social justice, critical thinking, and the forging of collaborative links between educational institutions and communities.”

EDL 203 *Introduction to Critical Youth Studies*

EDL 382 *Community-Based Research & Learning in Education*

EDL 667 *Diversity, Equity, and Dialogue in Student Affairs*

EDL 782 *Social Justice and Transformation*

EDL 141 *Mentoring Diverse Students*

EDL 232 *Introduction to Community-Based Leadership*

EDL 334 *Transnational Youth Cultures*

EDL 369 *Sexuality, Youth, Education*

EDL 464 *Community-Based Leadership and Change*

EDL 621 *Foundations of Multi-Cultural Education*

EDL 672 *Intergroup Dialogue in Higher Education*

EDL 680 *Special Topics in Equity, Diversity, and Culture: Theoretical Perspectives on Diverse College Students*

EDL 731 *Learning Partnerships & Transformational Learning*

EDL 784 *Power, Knowledge and Difference.*

Fostering Just Communities: Certificate

"The Fostering Just Communities Certificate is an interdisciplinary program designed to encourage and facilitate place-based education in urban settings, with an emphasis on issues of social justice."

SJS 215 *EMPOWER I: Educational and Economic Justice and Service-Learning*

EDL 377 *Service Learning*

EDT 402 *Pro-Seminar in Fostering Just Communities*

GEO 458/558: *Cities of Difference*

PSY 325: *Psychology of Prejudice and Minority Experience*

PSY 328: *Psychology of Stigma and Victimization*

SJS/SOC 323: *Social Justice and Change*

Global Human Rights & Justice: Concentration

SJS/SOC 165 *Introduction to Social Justice Studies*

SJS/SOC 323 *Social Justice and Change*

ATH 358 *Travelers, Migrants, and Refugees: Transnational Migration and Diasporic Communities*

POL 381 *Global Governance*

SJS 470 *Social/Political Activism*

SJS 487 *Globalization, Social Justice, and Human Rights*

Social Justice Studies: Major, Minor

“Social Justice Studies explores connections between the ideals of justice, the realities of injustice, and practical solution sets to bridge the gap between the two.”

SJS/SOC165 *Introduction to Social Justice Studies*

SJS/SOC323 *Social Justice and Change*

SJS/SOC470 *Social/Political Activism*

SJS 159 *Creating Global Peace*

SJS 204 *Introduction to Service Learning*

SJS 215 *EMPOWER I: Educational and Economic Justice*

SJS 216 *EMPOWER II: Intersections of Race, Class, and Education*

SJS 225 *Work and Occupational Justice*

SJS 303 *Life After Graduation: Careers in Sociology/Social Justice Studies*

SJS 350 *Topics in Justice Studies*

SJS 419 *Environment, Society, and Justice*

SJS 421 *Critical Race and Post-Colonial Studies*

SJS 487 *Globalization, Social Justice, and Human Rights*

SJS 497 *Methods of Social Justice Inquiry*

Northwestern University (IL)

[Civic Engagement](#): Certificate

“Northwestern University’s Civic Engagement Certificate Program gives students a deeper understanding of the forces that affect communities and the skills needed to achieve positive change. ... Participants earn credit for their interest in community service and gain the skills to understand and improve communities socially and economically.”

SESP 202 *Introduction to Community Development*

SESP 195-1 and 195-2 *Community Engagement*

SESP 295 *Theory and Practice of Community Consulting*

SESP 299-1 and 299-2 *Civic Engagement Capstone Research*

[Medill School of Journalism: Social Justice and Investigative Reporting](#): Specialization

“The Social Justice and Investigative Reporting specialization focuses on journalism that makes the world a better place. Social justice issues you may explore include criminal justice, drug policy, mental health services, housing segregation, homelessness, poverty and immigration, just to name a few.”

Occidental College (CA)

Critical Theory and Social Justice: Major, Minor

“‘Social justice’ refers to an extrajudicial concept of fairness that is focused on exposing and ending social inequalities.”

CTSJ 101 *Critical Theory and Social Justice Colloquium*

CTSJ 390 *CTSJ Junior Seminar: Interventions*

CTSJ 490 *Senior Seminar in Critical Theory - Social Justice*

CTSJ 107 *Introduction to Postcolonial Studies*

CTSJ 195 *Topics in Critical Theory and Social Justice*

CTSJ 222 *Body Politics*

CTSJ 230 *Fundamentals of Queer Theory*

CTSJ 250 *Resistance Movements and the Law*

CTSJ 257 *Critical Praxis: Lyrics on Lockdown*

CTSJ 271 *Theatre for Social Justice*

CTSJ 286 *Whiteness*

CTSJ 310 *Qualitative Interview Methods*

CTSJ 335 *Queer of Color Critique*

CTSJ 352 *Spatial Justice*

CTSJ 370 *Marx, Freud, and the Frankfurt School*

Ohio State University (OH)

American Indian Studies: Minor

“American Indian Studies ... seeks to broaden students’ understandings of the diversity and complexity of American Indian identities, communities, and nations; to make connections between Native peoples and cultures in the U.S. and Indigenous peoples and cultures across the Americas and around the globe; to provide comparative and intersectional approaches to issues of race, ethnicity, gender, sexuality, class, and citizenship; and to encourage linking educational and research initiatives to community and political concerns.”

ARTEDUC 2367 *Visual Culture: Investigating Diversity and Social Justice*

ARTEDUC 5367 *Reel Injuns: Identity and Representation*

COMPSTUD 2323 *Introduction to American Indian Studies*

Ohio Wesleyan University (OH)

[Social Justice: Major](#)

“OWU’s social justice major will help you develop the knowledge and skills needed to analyze social injustices and theorize and work toward positive social change.”

SJ 100 1 *Introduction to Social Justice*

EDUC 115 *Teaching for Social Justice*

SOAN 359 *Social Inequality*

SOAN 358 *Society, Politics, and Social Movements*

SJ 495 or SJ 490 *Internship or Independent Study (with a member of Social Justice-affiliated faculty)*

PHIL 112 *Critical Thinking: Ideology Critique*

PHIL 250 *Environmental Ethics*

PHIL 340/WGS 340 *Feminist Philosophy*

SOAN 117 *Social Problems*

Pacific University (OR)

[Peace and Social Justice: Minor](#)

“Investigate issues of social justice, inequality and violence among individuals, groups and nations of the world. Develop a closely reasoned philosophical position on peace and social justice that can have lifelong applications.”

PSJ 101 *Introduction to Peace and Social Justice*

PSJ 105 *Introduction to Civic Engagement*

PSJ 215 *Conflict Resolution*

PSJ 305 *Advanced Civic Engagement*

PSJ 315 *Civic Engagement Mentoring*

Social Work: Major

“[T]he bachelor of social work program provides students with the opportunity to study generalist social work practice with a focus on diversity, cultural competence and social justice.”

SOCWK 351 *Social Policy and Social Justice*

GSS 200 *Introduction to Queer Studies*

GSS 201 *Introduction to Gender & Sexuality*

POLS 321 *Protest, Dissent, and Social Change*

PSY 358 *Psychology of Ethnic Diversity in the U.S.*

SOC 347 *Global Cap Neo-Colonial Inequalities*

SOC 360 *Critical Race Theory*

Pennsylvania State University Harrisburg (PA)

Community Psychology and Social Change: M.A.

“Based on the intersection of psychology and sociology, the Master of Arts in Community Psychology and Social Change emphasizes leadership, community development, social activism and public advocacy.”

CMPSY 500 *Theories and Issues in Community Psychology*

CMPSY 519 *Research Methods I*

CMPSY 520 *Research Methods II*

Teacher Education: Major, M.A., Certificate

“The Teacher Education Programs are dedicated to cultivating a shared responsibility for the social and educational experiences of all learners. We aim to fulfill this vision by: Advancing a view of education and society that embraces equity, democracy, and social justice.”

EDUC 400 *Diversity and Cultural Awareness Practices in the K-12 Classroom*

EDUC 436 *Inclusion Practices in Education*

Pepperdine University (CA)

Social Justice Collaborative: Forum, Graduate School of Education & Psychology

“SJC supports graduate-level psychology and MFT students and trainees in fostering sociopolitical and cultural awareness as well as response to issues of oppression and inequity. The “collaborative” aims to initiate student involvement in activities that promote social responsibility; encourage students to interact in a stimulating forum; and foster the sharing of experiences, curiosities, and critiques related to multicultural issues, social inequalities, and working in diverse, underserved communities.”

Sustainability: Minor

“Our interdisciplinary sustainability minor exposes students to environmental issues, allowing them a critical understanding of theological, philosophical, scientific, political, communicative, literary, business, and economic dimensions of contemporary global sustainability challenges.”

SAAJ 324 *Social Action and Justice Colloquium*

Women's Studies: Minor

“Our women’s studies minor program connects the personal with the political and provides students with unique opportunities to create academic, spiritual, and community leadership roles and work for social justice.”

WMST 301 *Women's Studies - Service Learning*

Pomona College (CA)

Asian American Studies: Major, Minor

“Asian American Studies is a rigorous, multidisciplinary intercollegiate program that emphasizes social justice, critical thinking and forward-looking analysis of the history, society, culture and experiences of Asians in the United States. ... As an Asian American Studies major or minor, you will integrate this range of approaches with innovative community work and learning opportunities in the greater Los Angeles area.”

ASAM082 PZ *Racial Politics of Teaching*

ASAM084 PZ *Nonviolent Social Change*

ASAM 102 PZ *Fieldwork in Asian American Communities*

ASAM 188 PZ *Decolonizing Education*

EA086 PZ *Environmental Justice*

POLI 128 SC *Race and American Capitalism*

THEA001G PO *Basic Acting: Acting for Social Change*

Chicana/o-Latina/o Studies: Major, Minor

“30 hours of community service are required for a Community Partnerships course that combines learning with meaningful change-making.”

SOC114 CH *Los Angeles Communities: Transformations, Inequality and Activism*

CHST101 CH *Community Partnerships*

CHLT157 CH *Latina Activism Work and Protest*

CHLT 155 CH *Chicana Feminist Epistemology*

CHLT 085 PZ *Gender, Radicalism & Revolution*

HIST025 CH *All Power to the People*

Prescott College (AZ)Social Justice and Community Organizing: M.A.

“The Social Justice and Community Organizing (SJCO) curriculum combines a unique focus on theories and practices that equip our graduates with the skills, connections, and knowledge to participate effectively in social justice movement building.”

Radical Pedagogy as Praxis

Mobilizing Change

Advocacy Research

Landscapes of Neoliberalism

Community Organizing I

Asset Mapping

Roosevelt University (IL)

Criminal Justice: Major, Minor

"Our courses explore the tensions and challenges in the criminal justice system from a social justice perspective, seeking to improve our current system for the benefit of all."

Secondary Education: Minor

"The program is a part of Roosevelt's New Deal Teacher Academy. Each program in the NDTA fulfills the legacy of Franklin and Eleanor Roosevelt by fostering inclusive and engaging relationships among teacher candidates, faculty, school practitioners, and learners; immersing teacher candidates intensively in diverse school and community cultures; nurturing social justice leadership skills and dispositions; and coaching candidates toward career success."

EDUC 101 *Becoming a Social Justice Educator*

Social Entrepreneurship: Major

"The Major in Social Entrepreneurship is designed for students interested in using their business skills in the entrepreneurial pursuit of social impact. The core BSBA program provides a strong foundation for any student looking to become a successful business leader and make a social impact."

SOC 346 *Community Organizing*

SOC 367 *Social Movements*

OLED 365 *Social Justice & Diversity*

SUST 210 *Sustainable Future*

SUST 230 *Food*

Social Justice Studies: Major, Minor

“Questions about the meaning and causes of injustice and movements for social justice form the core of the curriculum.”

POS 367 *Social Movements*

SOCJ 201 *Introduction to Social Justice Studies*

SOCJ 208 *Introduction to Working Class Studies*

SOCJ 214 *Economics of Globalization*

SOCJ 326 *Theories of Social Justice*

SOCJ 360 *Internship in Social Justice Studies*

SOCJ 255 *City & Citizen Empowerment*

SOCJ 290 *What Is Social Justice?*

SOCJ 295 *Independent Study Social Justice*

SOCJ 306 *Action, Advocacy & Resistance*

SOCJ 380 *Special Topics in Social Justice Studies*

Sustainability Studies: Major

“Its overall goals include ... Exploring social justice issues on a range of fronts, including environmental justice, resource allocation, urban development, and social equity. Positioning Roosevelt University as a leader in sustainability education, particularly in relation to social justice and sustainable urban development.”

SUST 210 *Sustainable Future*

SUST 230 *Food*

SUST 330 *Biodiversity*

SUST 350 *Service and Sustainability*

SUST 395 *Sustainability Studies Internship*

Saint Mary's College of California (CA)

Leadership: Social Justice Concentration: M.A. Concentration

“The concentration focuses on promoting social justice, which is built on a foundation of fostering awareness of inequalities and cultivates ongoing habits of mind and actions that advance justice. This concentration is grounded in a theory to practice orientation, action research driven by a desire to expand justice, and an exploration of how justice can be advanced in individuals, groups, and society. You Will Focus On: Promoting social justice, which fosters awareness of inequalities and cultivates ongoing habits of mind and action to advance justice A theory-to-practice orientation Action research driven by a desire to expand justice Exploration of the ways to advance justice for individuals, groups and society.”

CONCENTRATION COURSE

#1: *Foundations of Justice*

CONCENTRATION COURSE

#2: *Social Movements*

CONCENTRATION COURSE

#3: *Policy & Systemic Change*

[Dance Studies](#): M.F.A. Certificate

“The student will embark in the scholarly study of dance having the philosophy of Phenomenology as the foundational principle to study the dancing body and the history of dance performance; will go into the analysis of dance following the academic perspective of Performance Studies; and will examine dance as a social justice practice through choreography, performance and critical pedagogy.”

Perfa 382 *Dance and Social Justice*

Perfa 383 *Critical Dance Pedagogy*

[Ethnic Studies](#): Major, Minor

"The Ethnic Studies Program at Saint Mary's College of California takes a critical multidisciplinary approach to addressing issues of power, privilege, and resistance through critical thinking, applied theory, activism, and social justice praxis."

ES 1 *Introduction to Ethnic Studies*

ES 50 *Creating Community*

ES 101 *Critical Race Theory*

ES 150 *Creating Community Through Advanced Interactive Theater*

ES 155 *Advanced Intergroup Dialogue: Peer Facilitator Training*

ES 157 *Praxis in Creating Community: Interactive Theater or Intergroup Dialogue in Action*

ES 159 *Capstone in Creating Community: Original Work in Intergroup Dialogue or Interactive Theater*

Justice, Community and Leadership: Major, Minor

"Justice, Community and Leadership (JCL) is an exciting interdisciplinary program in which students learn how to analyze and engage with some of the most pressing social, educational and environmental justice issues of our times. Through training in critical theory, leadership studies, policy and education, and an emphasis on humility and self-reflection, we prepare our students to participate in and lead collective endeavors to make the world a better place."

JCL 10 *Introduction to Justice, Community and Leadership*

JCL 120 *Theory and Inquiry in Justice, Community and Leadership*

JCL 130 *Environmental Justice*

JCL 140 *The Global Community*

JCL 150 *Advanced Leadership Theory*

JCL 123 *Praxis: Anti-Racist Pedagogy*

JCL 127 *Praxis: Community Service*

JCL 129 *Praxis: Education*

EDUC 20 *Education: The Teaching Profession*

San Francisco State University (CA)

Critical Social Thought Program: Minor

“Critical social theory challenges contemporary forms of political-economic power. In classes and internships, the Minor in Critical Social Thought program draws from Marxism, socialism, anarchism, the Frankfurt School, radical environmentalism and anti-consumerism, postmodernism and post-structuralism, globalization studies, feminism, queer theory, postcolonial and subaltern studies, disability studies, critical race theory, theories of art and visual representation and other systems of thought that pay attention to the questions of power and exploitation in world politics, culture, economics and the formation of identities.”

CST 300 *Introduction to Critical Social Thought*

SOC 272 *Social Inequality: Poverty, Wealth, and Privilege*

CST 320 *Racism: Cross-Cultural Analysis*

CST 585 *Globalization and World Cultures*

CST 590 *Anthropology of Women*

SXS 455 *Sex, Power and Politics*

GPS/I R/PHIL 315 *Introduction to Global Peace Studies*

USP 515/GEOG 667 *Environmental Justice: Race, Poverty, and the Environment*

ARTH 403/SXS 405 *Queer Art History*

TH A 691 *Advanced Multicultural Production Workshop*

[Education: Concentration in Equity and Social Justice in Education](#): M.A. Concentration

"The Equity and Social Justice Education program addresses current issues centered around race, culture, language, ethnic, ability, and gender diversity in education. The program focuses on the theoretical, historical, and political perspectives of race, class, gender, language, and sexual orientation as they apply to the theory and practice of education. In so doing, equity and social justice become key end goals for the educational process."

ISED 715 *Equal Opportunity in Education*

ISED 716 *Literacy and Cross-cultural Issues in Education*

ISED 717 *Social Foundation for Multicultural Education*

ISED 736 *Leadership and Policy for Community and Non-Formal Education*

ISED 738 *Critical and Postmodern Pedagogies*

ISED 739 *Education and Community Development: Equity and Diversity*

ISED 740 *Education & Globalization: Issues in Comparative and International Education*

ISED 747 *Culture, Language, and Society in Education*

ISED 748 *Culture, Cognition, and Power Issues in Education*

Education Leadership: Ed.D

"Our focus on social justice and equity ensure that our graduates become leaders in working to close the opportunity gap and make learning accessible to all."

EDDL 910 *Transformational Leadership and Coalition Building*

EDDL 930 *Qualitative Analysis of Race, Class, and Gender in Society and Education*

EDDL 931 *Quantitative Analysis of Structural Inequality in Education*

EDDL 932 *Transformational Strategies to Address Inequality in Education and Society*

"The environmental sustainability and social justice emphasis provides students with a theoretical and applied understanding of the issues of sustainability and the connections between social justice and environmental problems and solutions. Students study the roles that values and social, political, and economic structures play in contributing to the environmental crisis."

ENVS 530 *Environmental Leadership and Organizing*

ENVS 570 *Applied Local Sustainability*

USP 515/GEOG 667 *Environmental Justice: Race, Poverty, and the Environment*

CST 300/PLSI 386 *Introduction to Critical Social Thought*

GPS/I R/PHIL 315 *Introduction to Global Peace Studies*

LS/HIST 681 *Community Service Learning in the Schools*

SOC/RRS 410 *Grassroots Organizing for Change in Communities of Color*

TPW 490 *Grantwriting*

USP/S W 456 *Urban Community Organizing and Citizen Action*

Global Peace, Human Rights, and Justice Studies: Minor

"The Minor in Global Peace, Human Rights, and Justice Studies provides critical thinking collaborative, and problem-solving skills relevant to students whatever their major course of study. These are the skills for analyzing and redressing the underlying roots of violence and injustice, including poverty, racism, sexism, heterosexism, imperialism, and environmental degradation. These are the skills that empower people to work more effectively to protect human rights and create systems of social justice."

GPS 315/I R 315/PHIL 315
Introduction to Global Peace Studies

USP 515/GEOG 667 *Environmental Justice: Race, Poverty, and the Environment*

Health Education: Major, Minor, Certificate, M.P.H.

“We affirm that health is a human right. Public health practitioners must be motivated by profound compassion and the desire to create a world in which human rights and social justice are the norms.”

H ED 455 *Community Organizing and Community Building for Health*

H ED 520 *Structural Oppression and Social Foundations of Health*

H ED 221 *Health and Social Justice*

H ED 241 *Health and Social Movements in the United States in the 20th Century*

H ED 640 *Structural Inequities and Public Health*

Race and Resistance Studies: Minor

“The Race and Resistance Studies minor is an interdisciplinary program that provides undergraduate students with an approach to social justice to study race as a politically produced and contested process that begins with institutions, movements, and social problems, to examine racialized communities. The curriculum examines how race, gender, class and are co-constitutive factors of identity; how different groups are racialized in relation to one another; how social justice movements cohere and fall apart; and how groups have formed their own identities. The Race and Resistance Studies minor provides students with non-traditional, multi-ethnic, and comparative perspectives on national and transnational experiences of people of color within the U.S.”

AFRS 694 *Community Service Learning*

RRS 250 *Race and Ethnicity and Power in America*

ETHS 100/RRS 100 *Introduction to Ethnic Studies*

RRS 410 *Grassroots Organizing for Change in Communities of Color*

ETHS 110/RRS 110 *Critical Thinking and the Ethnic Studies Experience*

RRS 380 *Coloring Queer*

RRS 480 *Youth Culture, Race and Resistance*

RRS 630 *Palestine: Ethnic Studies Perspective*

RRS 670 *Making Whites: Race-making in America*

Sexuality Studies (L.G.B.T. Studies; Sexuality Studies): Minor

“The department has a long commitment to community building and focuses on issues of social justice and sexuality, including the impact of factors of social inequality — such as poverty, racism, marriage equality and homophobia — upon sexual well-being and sexual health across the lifespan. This is emphasized through the department’s commitment to ... Excel in teaching graduate and undergraduate students advance quality research on sexuality, gender, and social justice; ... Advocate for social policy on sexuality, sexual health, sexuality education, and human rights, shaped by social justice and, diversity.”

H ED 303 *Health Disparities and Sexual and Gender Minority Communities: LGBTQI Health*

SXS 601 *Sexuality, Ethnicity, and Health*

PLSI 381 *Political Theories of Sexuality*

SXS 421 *Homophobia and Coming Out*

SXS 455 *Sex, Power and Politics*

SXS 678 *Disability and Sexuality*

AI/SXS/WGS 440 *Native Sexualities and Queer Discourse*

SXS 458 *Introduction to Transgender Studies*

SXS 667/SOC 467 *Lesbian, Gay, Bisexual, Transgender and Queer Cultures and Society*

Women and Gender Studies: Major, Minor, M.A.

“The goals of the department include the development of conceptual, analytic and critical thinking skills in relation to gender and feminism in a transnational framework; the ability to integrate academic studies in women and gender studies into personal and professional goals; the development of skills to formulate and implement theoretically-informed political, cultural, and community action; the ability to analyze gender from an interdisciplinary perspective, using a range of methodological tools; an historical understanding of gender in relation to structural inequality, social movements, migration flows, and labor struggles; and the ability to critically examine representation, politics, and cultural production through a feminist lens.”

WGS 220 *Introduction to Feminist Disability Studies*

WGS 280 *Introduction to Feminist Science Studies*

WGS 300GW *Gender, Race, and Nation*

WGS 440 *Native Sexualities and Queer Discourse*

WGS 200 *Introduction to Women and Gender Studies*

WGS 552 *Transgender Identities and Communities*

WGS 300GW *Politics of Gender, Race and Nation*

WGS 580 *Feminism and the Speculative: Another World is Possible*

WGS 710 *Feminist Social Movements*

WGS 602 *Feminist Cultural Activism*

WGS 712 *Queer Theories*

WGS 612 *Queer Theory*

WGS 698 *Work Study in Feminist Projects*

WGS 798 *Feminist Internship: Gender and the Nonprofit Industrial Complex*

Southern Connecticut State University (CT)Social Work: B.S.W., M.S.W., D.S.W.

“The goals of the Department are ... Preparing social workers to promote economic and social justice, as well as human rights, through policy practice ... Creating and strengthening community partnerships that promote the Department and University's shared commitment to scholarship, professional preparation, and advocacy.”

SWK 551 *Diversity, Oppression, and Social Functioning*

Urban Studies: Minor

“The approach of this multi-disciplinary program provides students with a systematic, critical overview of contested ideas, concepts, principles, and practices, which are relevant to the understanding and promotion of co-existence and social justice in an increasingly diverse urban context.”

Women's Studies: Minor, M.A.

“Women’s Studies Learning Outcomes ... Merge (1) personal knowledge and experiences; (2) feminist theories and activism, with the content of women’s studies and other courses to formulate sound arguments supported with research ... Use the intersectionality of gender, race, class, ethnicity, sexuality, and nationality as a tool of analysis ... Apply feminist theories to local, national, or international public and community service ... Communicate effectively about the need for social transformation and demonstrate effectiveness in engaging citizens.”

WMS 415 *Contemporary Feminist Theories*

WMS 500 *Feminist Theories & Practices*

WMS 525 *Feminist Pedagogy*

WMS 529 *Race, Class and Gender*

Southern Oregon University (OR)

[Native American Studies](#): Minor, Certificate

“While the goals of a NAS program are multifaceted, the program’s goal is to pair student learning with university social justice initiatives that have the objective to build relationships with Indigenous communities and organizations.”

SOAN 464 *Cultural Rights*

[Social Sciences, Policy and Culture](#): Major, Minor, Certificate

"The faculty of the Department of Social Sciences, Policy, and Culture are drawn from academic programs in anthropology, economics, geography, international studies, Native American studies, sociology, and gender, sexuality, and women's studies. They share a commitment to community and civic engagement and social justice while applying their diverse perspectives to the many challenges facing individuals, society, and the environment."

ES 423 *Sustainability and Natural Resources*

SOAN 464 *Cultural Rights*

SOC 425 *Food, Power, and Agriculture*

Social Justice: Minor

"The Social Justice minor helps students understand relationships of vulnerability, power inequity and institutions of change, and provides tools needed for informed and effective participation at all levels of community."

SOAN 311 *Community Studies*

SOAN 336 *Topics in Global/Local Interconnections*

SOAN 372 *Social Inequality*

SOAN 440 *Social Activism: History, Method, Practice*

ARTH 345 *Activist Artists and Work in the Community*

Sustainability Leadership: Certificate

"The program is designed to give students a strong foundational understanding in the three E's of sustainability: economy, environment, and equity (also known as the Triple Bottom Line)."

BA 483 *Sustainability Leadership*

ES 420 *Environmental Sociology*

ES 421 *Ecological Economics and Sustainable Development*

ES 423 *Sustainability and Natural Resources*

SOAN 311 *Community Studies*

Stony Brook, SUNY (NY)

Africana Studies: Human Rights and Social Justice Concentration: Major Concentration

“Questions of human rights and social justice have been central features of modern nation-states. In fact, in the twenty-first century, issues of human rights and social justice seem even more pressing in the light of the rise of autocratic governments, a recrudescence of far-right movements and fascist sensibilities, contracting economies, restrictions placed on journalists and others who “speak truth to power”, and examples of ethnic cleansing under the watch of those who were held up as exemplars of human rights. This concentration will provide students with the knowledge and skills to address the multifarious issues that fall under the rubrics of human rights and social justice.”

Social Action Project—the topic for the Social Action Project must be approved by the Undergraduate Director.

Internship Requirement: Students must serve an internship in an organisation in Long Island or the Greater New York City area.

AFH 379/PHI 379 *Philosophy of Race*

AFS 382 *Race, Ethnicity and the Environment*

SOC 303 *Social Inequality*

HWC 304 *Contemporary Social Justice Issues*

Social Justice League: Certificate Program

“SJL is a certificate program for undergraduate students interested in enhancing their skills in diversity, social justice, and leadership. SJL is designed to help you develop the necessary tools to learn and live in a diverse environment and work for the betterment of the Stony Brook University campus and broader community.”

SJL offers 6 two-hour sessions that focus on:

1. Culture, privilege and oppression and how they relate to diversity and social justice
2. Social issues and concerns about diversity and inclusion on our campus
3. Advocacy and coalition-building
4. The application of knowledge and skills to positively impact our respective communities

Upon successfully completing the SJL Program, students will receive a Certificate of Recognition and become members of the official Social Justice League at Stony Brook University!

Social Welfare: B.S.W., M.S.W., Ph.D.

"2. Inspire graduates to apply a global human rights framework, and empowerment models in their practice across systems; 3. Educate students to utilize, at every systems level, cultural sensitivity and with an understanding of how racism, sexism, ageism, heterosexism, and other forms of oppression and discrimination affect clients and the client-worker relationship; and 4. Prepare students to employ their understanding of how social, political, and economic factors influence social problems, social policies and programs, and organizational procedures and practices in client, organizational, community, and social change efforts."

HWC 509 *Foundations of Social Justice: Challenging Oppression*

HWC 510 *Social Policy & Social Determinants*

HWC 304 *Contemporary Social Justice*

HWC 312 *Social Welfare Policy and Institutional Oppression*

University of Alabama Birmingham (AL)

Educational Leadership, Policy, and Technology Studies: M.A., Ed.D., Graduate Certificate

"Programs offered through the Department meet this challenge by focusing on knowledge construction, learning, and pedagogy, and the development of professional practice that respects diversity, honors difference, and promotes social justice."

AHE 591 *Seminar in Higher Education: Multicultural & Diversity Issues in Higher Education*

AEL/BEF 667: *Multicultural and Social Education for Leaders*

Peace, Justice, and Ecology: Minor

"The Peace, Justice, and Ecology minor, housed in the College of Arts and Sciences, is an interdisciplinary program for students seeking a broad learning experience in human-ecological interactions, bio-cultural diversity, and strategies to foster social justice, peace, and environmental sustainability from a holistic perspective."

ANTH 104 *Introduction to Peace Studies*

ANTH 404 *Human Rights, Peace, and Justice*

ANTH 447 *Advanced Peace Studies*

ANTH 483 *Intern in Peace, Justice and Environmental Study*

SOC 200 *Social Change*

School of Library and Information Studies: Social Justice and Inclusivity: M.L.I.S. Area of Emphasis

"Students specializing in this area will gain facility in identifying, discussing, and intervening on structural systems of inequality such as those shaped by race, ethnicity, class, gender expression, sexual orientation, ability, religious preferences, and age. Social justice and inclusion provide ethical orientations and practical frameworks that students can use to guide a range of professional practices including: information access and organization, policy development, collection development, interpersonal interactions, reference work, information literacy, programs and services, technology design, outreach activities, and data management."

LS 558 *Archival Representation, Access and Use*

LS 590 *Curating Digital Culture*

CIS 621 *Intercultural Perspectives in Youth Literature*

LS 544 *Cultural Diversity Programming*

LS 580 *Outreach to Diverse Populations*

LS 581 *Universal Design for Information Technologies*

LS 583 *Social Aspects of Information*

LS 582 *Race, Gender, and Sexuality in LIS*

Social Work: B.S.W., Minor

“Social work students are usually interested in a wide variety of topics related to social justice, human rights, social policy, mental health, and community organizing. Often underlying those interests is a concern for persons who are vulnerable, oppressed, underserved, and living in poverty. Students interested in social work typically have strong oral and written communication skills, an interest in solving social problems, and an enjoyment of working with people from diverse backgrounds.”

SW 351 Oppression & Social Injustice

University of Colorado Boulder (CO)

Education: Minor

“The Education Minor is designed for students who are interested in education, but who do not necessarily want to be a K-12 teacher. The Education Minor Program is open to any undergraduate at CU Boulder, and it is particularly aimed at students who are interested in: working in informal settings such as community-based after-school programs or youth volunteer organizations; serving in the Peace Corps; understanding issues of equity and social justice and who want to study more deeply how political, cultural, social, and historical dynamics shape policy and practice in education; exploring education as a field of study and practice.”

EDUC 2050 Step Up to Social Justice Teaching

INVS 2919 Renewing Democracy in Communities and Schools

EDUC 4501 Queer Topics

Elementary Education: Major

“We prepare teachers who are dedicated to social justice and committed to ensuring every student learns and excels.”

[Ethnic Studies](#): Major, Minor, Ph.D., Graduate Certificate

“The field of Ethnic Studies was born out of, and is dedicated to, struggles for cultural equity, political parity, and social justice for all people. The Department of Ethnic Studies at the University of Colorado Boulder draws on a tradition of culturally relevant pedagogy and engaged scholarship to examine how race and the interrelated categories of culture, ethnicity, indigeneity, gender, class, sexuality, and legal status impact the lives of people locally, regionally, nationally, and internationally. The thread that weaves the Department of Ethnic Studies’ endeavors together is its dedication to quality teaching, cutting-edge interdisciplinary research, and commitment to campus and community service.”

ETHN 2001 *Foundations of Comparative Ethnic Studies: Race, Gender and Culture(s)*

ETHN 2304 *Introduction to Social Justice*

ETHN 3024 *Introduction to Critical Sports Studies*

ETHN 3026 *Women of Color: Chicanas in U.S. Society*

ETHN 3671 *People of Color and Social Movements*

ETHN 4213 *Indigenous Futurisms: Speculative Genres and Native Tomorrows*

ETHN 4632 *Frantz Fanon Seminar*

ETHN 4714 *Sport for Social Justice*

ETHN 6011 *Race and Sexuality Studies*

ETHN 6301 *Decolonial/Postcolonial Theory*

ETHN 6501 *Critical Race Theory*

[Peace & Conflict Studies](#): Certificate

"The PACS Certificate is awarded by the College of Arts and Sciences. It is available to any CU-Boulder student who completes the two PACS courses and 18 additional hours of approved coursework relevant to such topical areas as war avoidance, conflict resolution, nonviolence, human rights, humanitarian intervention, social justice and ecological security."

PACS 2500 *Introduction to Peace, Conflict, and Security Studies*

WGST 2400 *Women of Color and Activism*

WGST 3600 *Latinas: History, Culture, and Social Activism*

INVS 1513 *Civic Engagement: Using the Electoral Process as a Tool for Social Change*

INVS 1523 *Civic Engagement: Democracy as a Tool for Social Change*

THTR 4029 *Dance and Community Engagement*

ETHN 3044 / SOCY 3044 *Race, Class, Gender, and Crime*

PHIL 2140 *Environmental Justice*

LGBT 4400 *Critical Inquiries in Transgender Studies*

PSCI 4391 / WMST 4500 *Gender Politics and Global Activism*

Public Achievement: Program

"Public Achievement (PA) is a youth led, international civic engagement initiative that seeks to promote student voice and transformative change for individuals and communities. At CU Boulder undergraduates serve as PA coaches alongside K-12 students in Boulder and Lafayette schools. Together students participate in a year-long cycle of inquiry and action around school and community based social justice issues. All participants gain insight on community leadership, the foundations of social change and the power of relationships."

INVS/EDUC 2919 *Renewing Democracy in Communities & Schools*

INVS 4999 *Teaching Social Justice*

University of Florida (FL)

Counselor Education: M.Ed., Ed.S., Ph.D.

“Social justice counseling seeks to promote human development and common good through addressing systems of oppression and external/environmental barriers to wellness. Social justice counseling involves empowering the individual as well as actively confronting injustice and inequality in society through dialogue, reflection, and direct action. Overall, working from a social justice perspective seeks to promote equity, access, participation, and harmony. ... Mission of CSJ-UF: To promote a social justice identity within the counselor ed community by fostering critical consciousness, multiculturalism, and true dialogue through an ongoing cycle of reflection and action. Social justice can be fostered in counseling through the client-counselor relationship, culture-centered interventions, case conceptualization, advocacy efforts, and strengths-based, culture-centered research. ... Counselors have worked as advocates and change agents since the profession began, but this role has only recently been acknowledged as being at the core of a counselor’s professional identity ... Advocacy competencies for professional counselors are included in current ACA, CACREP, ASCA, and NBCC standards and models.”

"Students in the major explore how to maintain ecological and environmental health, create economic welfare, and pursue social justice in a changing world."

IDS 2154 *Facets of Sustainability*

IDS 4942 *Sustainability in Action*

REL 2071 *Sustainability and Religion*

SYO 4530 *Social Inequality*

WST 3349 *Ecofeminism*

FYC 4408 *Organizational Leadership for Non-profits*

FYC 4409 *Working with Nonprofit Organizations in Community Settings*

DCP 3220 *Social and Cultural Sustainability and the Built Environment*

University of Iowa (IA)

Criminology, Law and Justice: Major

"Students will be able to ... recognize and explain social inequities in crime and criminal justice processes by race, social class, gender, region, and age."

SOC:2810 *Social Inequality*

Gender, Health, and Healthcare Equity: Minor

"Upon completion of this minor, students will possess the knowledge and skills necessary to think critically about the complex intersections of gender, race, sexuality, and class in relation to health, illness, and health care."

GWSS:1001 *Introduction to Gender, Women's, and Sexuality Studies*

GWSS:1002 *Diversity and Power in the U.S.*

SJUS:1001/GWSS:1003 *Introduction to Social Justice*

GWSS:2400/CPH:2240/LATS:2400 *Health Disparities and Intersectionality with U.S. Latina/o Peoples*

GWSS:2700 *Transgender People, Politics, and Cultures*

GWSS:3326/GHS:3327 *The Politics of Progress: NGOs, Development, and Sexuality*

GWSS:4140/ANTH:4140/CBH:4140/GHS:4140 *Feminist Activism and Global Health*

Gender, Women's, and Sexuality Studies: Major

“Students who major in gender, women’s, and sexuality studies investigate through an intersectional feminist lens the ways gender and sexuality shape the world in which we live. Students study inequalities of power and privilege, theoretical frameworks for feminist analysis, transnational and global perspectives, and the complex histories and sociocultural dynamics that affect the lives of girls and women. Students participate in a practicum experience, and during their senior year, create a capstone research project.”

GWSS:1001 *Introduction to Gender, Women’s, and Sexuality Studies*

GWSS:1002 *Diversity and Power in the U.S.*

GWSS:3005 *Gender, Women’s, and Sexuality Studies Practicum*

GWSS:4050 *Introduction to the Capstone Research Project*

GWSS:3100 *LGBTQ/Queer Studies*

GWSS:3010/GHS:3015 *Transnational Sexualities*

GWSS:1003/SJUS:1001 *Introduction to Social Justice*

GWSS:1074/AMST:1074/SPST:1074 *Inequality in American Sport*

GWSS:2045 *Working for Social Justice*

GWSS:2250/HIST:2250/SJUS:2250 *The History of Social Justice Movements*

GWSS:3138/RHET:3138/SJUS:3138 *Writing to Change the World*

GWSS:3400/SJUS:3400 *Gender, Women’s, and Sexuality Studies Advocacy and Engagement Colloquium*

GWSS:3600 *Art, Feminist Practice, and Social Justice*

Social Justice: Major

“Social justice students ... explore how the intersections of geography, race, class, gender, sexuality, health, economics, and history create networks of privilege and oppression across the globe through coursework and reflect on situations they encounter in the field.”

SJUS:1001 *Introduction to Social Justice*

GWSS:1002 *Diversity and Power in the United States*

GWSS:3138 *Writing to Change the World*

SOC:2810 *Social Inequity*

COMM:2054 *Movements, Protest, Resistance*

HIST:3232 *History of American Inequality*

SOC:4540 *Political Sociology and Social Movement*

HRTS:3910 *Human Rights Advocacy*

SSW:3847 *Discrimination, Oppression, and Diversity*

SJUS:4080 *Advocacy and Engagement Capstone*

Sustainability: Certificate

"Students who earn the certificate will enhance their preparation for a variety of vocations such as researcher, corporate officer, technology specialist, farmer, government official, and grassroots advocate."

GEOG:2013/BUS:2013/
URP:2013 *Introduction to Sustainability*

GEOG:1070 *Contemporary Environmental Issues*

ANTH:1046/GEOG:1046/GWSS:1046 *Big Ideas: People and the Environment - Technology, Culture, and Social Justice*

ANTH:4130/RELS:4730 *Religion and Environmental Ethics*

CPH:2200 *Climageddon: Understanding Climate Change and Associated Impacts on Health*

GEOG:4770/GHS:4770 *Environmental Justice*

RHET:3700 *Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience*

EES:3150 *Sustainability Project*

University of Kansas (KS)

American Studies: B.A., B.G.S., M.A., Ph.D., Graduate Certificate

"American Studies at the University of Kansas is an interdisciplinary department whose faculty and students think critically about community, identity, and social justice in American culture, politics, and society. ... Our undergraduate majors and minors develop practical and intellectual skills that support their careers in a range of public sector and private sector areas such as public humanities, advocacy and non-profit organizations, marketing and human resources, education, mediation, social services, and the law."

AMS 110 *American Identities*

AMS 496 *Social Justice Perspectives and Experiences*

Latino/a Studies: Minor

“As an interdisciplinary program focused on social justice, culture, and history, the minor is designed to offer undergraduate students a dynamic understanding of the historical, social, and cultural complexities of Latino/a/x communities in the United States. The minor also introduces students to the major conversations within this multi-faceted field, opening up the diversity of Latino/a/x cultures and experiences to further exploration. Students enrolled in the minor are encouraged to engage with the social forces shaping the broad array of Latino/a/x experiences in the United States and beyond.”

SW 555 Diversity, Oppression, and Social Justice: Culturally Competent Social Work

AMS 552 Public Service in American Studies

SPAN 330 Service Learning Internship Spanish I

SOC 490 Internship in Sociology

Peace and Conflict Studies: Minor, Graduate Certificate

“Through academic coursework and the possibility of practical experience, Peace & Conflict Studies offers students a concentrated program of study of one of the most central and urgent human issues: the causes and consequences of human conflict and the achievements and possibilities of building peaceful and equitable forms of social existence.”

ENGL 318 Literature of Social Justice

AMS 344 Discovering Disability in American Culture

PCS 220 Introduction to Peace and Conflict Studies

EV RN 673 Environmental Justice

PCS 650 Senior Seminar in Peace and Conflict Studies

SOC 760 Social Inequality

PCS 560 Directed Study in Peace and Conflict Studies [practicum]

Religious Studies: B.A., B.G.S., M.A., Graduate Certificate

“The skills that Religious Studies students gain in critical thinking and cultural awareness lead them to successes in a wide array of career fields, including education, law, journalism, healthcare, chaplaincy, and social justice advocacy.”

Social Justice in the U.S.: Minor

"This minor invites you to investigate and reflect on the history and current state of social justice, on social relations as affected by race and ethnicity, economic class, gender, sexuality, religion, ability, and other forms of diversity. It will help you to recognize and address persistent inequities detrimental to the overall quality of life of this increasingly diverse US society of the 21st century, and thus gives you the potential to contribute directly to the realization of social justice."

AMS 110 *American Studies Identities*

AMS 100 *Introduction to American Studies*

AMS 496 *Perspectives and Experiences in Social Justice*

WGS 560/AAAS 560 *Race, Gender, and Post-Colonial Discourses*

POLS 528/EVRN 528 *Environmental Justice and Public Policy*

AMS 320 *Border Patrolled States*

WGSS 333 *The Politics of Physical Appearance*

University of Massachusetts Amherst (MA)Education: Minor

"At least three credits must be taken in each of the four sections: Foundations, Social Justice, Human Development, and Pedagogy."

Education: Social Justice Education Concentration: Graduate Concentration

“Social Justice Education (SJE) is an interdisciplinary concentration of study with a focus on social diversity and social justice as they apply to formal and informal educational settings. It uses and generates research and theory to understand the sociocultural and historical contexts and dynamics of specific manifestations of oppression and resistance to oppression. These include, but are not limited to, racism, classism, ableism, sexism, heterosexism, religious oppression, transgender oppression and youth oppression. SJE brings together faculty and students with interests in issues of social diversity, inclusion, equity, social justice, critical theories, cultural studies, ethnic studies, feminist studies, critical pedagogies, critical methodologies, dialogues across differences, and youth and community-based research and practice.”

EDUC 624 *Contemporary and Historical Constructions of Social Justice Education*

EDUC 648 *Historical and Pedagogical Foundations of Social Justice Education*

EDUC 797C *Alternative Paradigms: Critical Research in Education*

EDUC 893C *Social Justice Education Doctoral Proseminar*

ANTHRO 597CR *Critical Race Theory*

EDUC 622 *Theories of Educational Equity*

EDUC 648 *Oppression & Education*

EDUC 692SS *Critical Theories in Social Justice Education*

WGSS 791B *Feminist Theory*

EDUC 888 *Participatory Action Research Methods*

EDUC 614 *Access & Equity in Higher Education*

EDUC 691E *Social Justice Issues in Education*

EDUC 746 *Social Justice Education with Youth*

EDUC 791M *Social Justice Education Classroom Teaching in Higher Education*

EDUC 797K *Social Justice Education with College Students*

"A degree with a focus in advocacy and social justice studies can help you advance your career in a wide range of fields, including: child advocacy, health advocacy, law, education, social justice education, government, human rights, disability rights, environmental justice, human services, criminal justice, health care, business, non-profit organizations and more. Want to go on to graduate school? Advocacy and social justice studies provides great preparation."

ANTHRO 205 *Inequality and Oppression*

EDUC 115 *Embracing Diversity*

EDUC 377 *Introduction to Multicultural Education*

LEGAL 291C *Current Litigation of Contentious Social Issues*

LEGAL 392LA *Legal Activism and Same Sex Marriage*

MANAGMNT 366 *Foundations of Sustainable Enterprise*

HPP 632 *Social Justice & Public Health*

STOCKSCH 397FJ *Social Permaculture for Food Justice*

UWW 397S *Perspectives on Social Justice and Advocacy*

UWW 396 *Social Justice Residency* (optional on-campus weekend residency)

University of Michigan (MI)

[American Studies](#): Major, Minor

“The American Culture curriculum emphasizes the diversity of American society, paying particular attention to ethnic, gender, economic and other forms of social difference and inequality.”

AMCULT 100 *What is an American?*

AMCULT 202 *Digital Culture*

AMCULT 221 / SOC 221 *Unequal America: Understanding Social Inequality*

AMCULT 225 *Space, Story and the American Self*

AMCULT 242 / WOMENSTD 242 *Gender Violence in a Global Context*

AMCULT 248 / ARABAM 248 *Arab America: Art, Cultural Politics, and Activism*

AMCULT 306 / PSYCH 317 *Community Research*

AMCULT 311, Section: 010 *American Culture and the Humanities: Empowering Community*

AMCULT 321 / PSYCH 325 *Detroit Initiative*

AMCULT 333 / NATIVEAM 333 *Green Indigeneity*

AMCULT 364 *U-M in Incarcerated America*

Environmental Justice: M.S., Graduate Certificate

“Environmental Justice students and researchers examine how and why inequalities arise and are maintained around the world. We tackle global issues like climate vulnerability and adaptation; environmental workforce dynamics; environmental health; energy transitions; agricultural change; food security; forest governance; hazard exposure; community revitalization; conservation and access to natural areas; as well as conflict mediation, management of non-governmental organizations, advocacy campaigns, public opinion, and more. Our Environmental Justice faculty is at the forefront the field’s teaching, research, scholarship, and activism.”

EAS 501.055 *Food Systems: Implications of Unequal Access*

EAS 501.018 *Energy Justice*

EAS 593 *Environmental Justice*

EAS 594 *Poverty, Environment, and Inequality*

EAS 596 *History of Environmental Thought and Activism*

Community Action and Research: Graduate Certificate

"In this program, students will gain the skills to become an activist scholar who can use their knowledge to positively affect communities and our world."

SW 650 *Community Development*

SW 651 *Planning for Organizational and Community Change*

SW 652 *Organizing for Social and Political Action*

SW 654 *Concepts and Techniques of Community Participation*

SW 657 *Multicultural, Multilingual Organizing*

SW 658 *Women and Community Organization*

SW 674 *Community-Based Policy Advocacy*

Community Action and Social Change: Minor

"The multidisciplinary 16 credit minor will prepare students to: examine community action and social change using a multidisciplinary framework; address community action and social change in multilingual and multicultural communities; integrate social justice values into the community action and social change processes; engage in service learning to promote community action and social change."

SW 305 *Theories and Practices for Community Action and Social Change*

RCHUMS 341 *Empowering Community Through the Arts*

WOMENSTD 350 *Nonprofit Management, Community Engagement, and Feminist Practice*

AMCULT 321 *Community Research*

RRCORE 334 5 *Special Topics: Environmental Justice Organizing in Detroit*

RCCORE 302 *Community-Based Internship Reflection Seminar*

AMCULT 221 *Social Inequality*

PUBPOL 475 *Social Justice and Political Conflicts*

AIA 122 *Intergroup Dialogues*

ALA 429 *IGR Senior Capstone: Social Justice in the Real World*

Higher Education: Diversity and Social Justice in Higher Education: M.A. Concentration

“As people around the world face persistent and increasing disparities in income, education, and occupational opportunity, there have been many calls for colleges and universities to better prepare students to understand and address issues pertaining to diversity and social justice. This concentration has been created to meet the needs of students looking to increase their knowledge and skills regarding diversity and social justice in higher education, as well as to prepare them for work in areas of higher education where they will address these issues.”

EDUC 760 *Access and Equity*

EDUC 873 *Race, Gender, and Ethnicity*

EDUC 771 *Diversity and Merit in Higher Education*

EDUC 771 *Social Justice Education and Research*

Intergroup Relations Education: Minor

“The Minor in Intergroup Relations Education offers students the opportunity to explore social identities in the context of understanding social inequality. Students will gain leadership skills in social justice contexts across the myriad intersections of social identity. Students will be able to demonstrate enhanced critical thinking and creative problem-solving skills, as well as learn to navigate situations in their authentic self.”

ALA/PSYCH/SOC 122 *Intergroup Dialogues*

ALA 220/PSYCH/SOC 218 *Foundations of Intergroup Relations*

ALA/SOC 320, PSYCH 310 *Training Processes of Intergroup Dialogue Facilitation*

UC/SOC 321, PSYCH 311 *Practicum in Facilitating Intergroup Dialogues*

ALA 429/SOC 471, PSYCH 411 *Social Justice in the Real World*

ALA 324 *Facilitation for Effective Leadership*

Law, Justice and Social Change: Major Subplan, Minor

“For students interested in the following career paths: law, public policy, criminal justice, social work, grassroots social change.”

SOC 225 *Project Community—Criminal Justice Section*

SOC 461 *Social Movements: Political Protest and Collective Resistance*

SOC 488 *Organizing Internship*

SOC 489 *Organizing: People, Power, and Social Change*

Political Social Work: Certificate

“Political social work is social work practice, theory, and research that focuses on the use of policy and politics to create social change. The Certificate in Political Social Work is designed for all social workers, regardless of area of primary practice, to fulfill their ethical obligation to engage in social and political action, or for anyone interested in applying social justice to politics and policy. Participants of this certificate program will learn how politics impacts the lives of those that they serve on both a micro and macro level, practice skills for advocating to policymakers, gain tools to empower clients to become politically engaged, and explore opportunities for running for office.”

Foundations of Political Social Work

Tools for Political Social Work Practice

Special Knowledge Areas for Political Social Work

Poverty Solutions, Action & Engagement: Certificate

“Community Action Social Change (CASC) Minor students build knowledge, skills, and experiences in community action and social change while developing and implementing strategies that help address inequality and alleviate poverty.”

AAS 432 *Violent Environments: Oil, Development, and the Discourse of Power*

ALA 122 | PSYCH 122 | SOC 122 *Intergroup Dialogues*

AMCULT 221 *Social Inequality*

ENIV 222 *Intro to Environmental Justice*

POLSCI 332 *The Politics of America's Economic Inequality*

SOC 225 *Project Community*

SW 300 (section 1) *DECLARE: A Social Justice Retreat*

Social Work: Community Organization: M.S.W. Concentration

"This practice method prepares students to promote social action and change at the community level as well as to develop cohesion among formal and informal organizations and individuals. It involves helping persons to improve their capacities to perform various community roles, articulate needs, and mobilize people and resources."

SW 650 Community Development

SW 651 Planning for Organizational and Community Change

SW 652 Organizing for Social and Political Action

SW 654 Concepts and Techniques of Community Participation

SW 657 Multicultural, Multilingual Organizing

SW 658 Women and Community Organization

SW 674 Community-Based Policy Advocacy

Social Work: Social Policy & Evaluation: M.S.W. Concentration

"Social Policy and Evaluation prepares students to analyze, develop and implement social policy into operational plans for achieving social goals. The concentration also prepares students for assessing, analyzing and evaluating policies and programs."

SW 674 Community-Based Policy Advocacy

Social Theory and Practice: Major

"Students learn theories, methods, and strategies that enable them to understand and critique social structures and processes and to become effective actors in struggles for justice."

RCSSCI 260 Understanding Power/Theorizing Knowledge

University of Minnesota (MN)

American Studies: Major, Minor, Ph.D., Graduate Minor

"In an American studies classroom, you can expect to engage with questions about culture, race, gender, sexuality, and globalization. ... We are convinced that equipping students to navigate a global world means teaching them to reflect deeply on issues of equity and cultural diversity—something that is more important now than ever before. We are committed to training our students to think critically, globally, and multiculturally, and are convinced that that is what a modern university must do to be relevant to the world we share."

AMST 4101 *Gender, Sexuality, and Politics in America*

AMIN 5412 *Comparative Indigenous Feminisms*

CHIC 3771 *Latino Social Power and Social Movements in the U.S.*

AFRO 3125W *Black Visions of Liberation: Ella, Martin, Malcolm, and the Radical Transformation of U.S. Democracy*

[Culture and Teaching: Ph.D.](#)

"This is a politically committed program dedicated to critical issues related to equity, democracy, and social justice in education."

CI 8165 *Queer and Feminist Theories: Collective Memory Research Methods*

CI 8645 *Indigenous Language Revitalization and Activist Research Methods*

[Curriculum and Instruction: B.S., Minor, M.A., M.Ed., Ph.D., Graduate Minor, Graduate Certificate](#)

"We are a community dedicated to social justice and equity in education. Our students, faculty, and staff are working towards improving educational practices, preparing new teachers for success, and helping students learn while supporting their cultures and identities."

CI 5536 *Equity, Policy, and Assessment in Science Education*

CI 5538 *Action Research in Science Education*

CI 5746 *Global and Multicultural Education in the Secondary Classroom*

CI 5981 *Introduction to Equity-Based Pedagogy*

CI 5982 *Enacting Equity-Based Pedagogy*

CI 5983 *Equity-Based Pedagogy/Advocacy*

[Development Practice: M.D.P.](#)

“Through dynamic, interdisciplinary training in public policy, education, public health, and natural and social sciences, the Master of Development Practice (MDP) degree program prepares students for careers in international development, equipping them with the skills needed to address the problems of poverty, social justice, and sustainable development.”

MDP 5001 *Ways of Knowing for Sustainable Development*

PUBH 6650 *Community Based Participatory Research*

GWSS 8401 *Gender, Space, and Resistance*

Gender, Women, and Sexuality Studies: Major, Minor, Ph.D., Graduate Minor

“GWSS students develop the knowledge and language to dismantle conventional assumptions about the world around them and acquire a more nuanced understanding of social justice.”

GWSS 1005 *Engaging Justice*

GWSS 3102W *Feminist Thought and Theory*

GWSS 3215 *Bodies That Matter: Feminist Approaches to Disability Studies*

GWSS 3590 *Topics: Social Change, Activism, Law, and Policy Studies*

GWSS 3501 *Gay, Lesbian, Bisexual and Transgender Social Movements in the United States*

GWSS 4002 *Politics of Engagement and Social Justice*

GWSS 3505W *Girls, Girlhood, and Resistance*

Global Studies: Major, Minor

“As a global studies student, you will ... be part of a community of students committed to social justice and intercultural understanding.”

GLOS 3144 *Knowledge, Power, and the Politics of Representation in Global Studies*

GLOS 3145 *Global Modernity, the Nation-State, and Capitalism*

Students must participate in a relevant experiential learning opportunity through study abroad (at least 6 weeks), an internship (at least 100 hours), or a service-learning experience.

GLOS 3105 *Ways of Knowing in Global Studies*

PA 4101 *Nonprofit Management and Governance*

SW 3501 *Theories and Practices of Social Change Organizing*

Leadership: Minor

"Welcome to the University of Minnesota Undergraduate Leadership Minor Student Hiring Site. ... What is your personal definition of allyship? What does allyship look like to you? What is your past experience with awareness of privileges, bias, and social justice issues?"

LEAD 1961W *Personal Leadership in the University*

LEAD 3961 *Leadership, You, and Your Community*

LEAD 3971 *Leadership Minor: Field Experience*

LEAD 4961W *Leadership for Global Citizenship*

CHIC 4275 *Theory in Action: Community Engagement in a Social Justice Framework*

PHIL 3307 *Social Justice and Community Service*

SPAN 3401 *Latino Immigration and Community Engagement*

WRIT 3244W *Critical Literacies: How Words Change the World*

OLPD 4301 *Global Youth Leadership and Community Engagement*

EPSY 3133 *Practicum: Service Learning, Psychology of Multiculturalism in Education*

SW 3501 *Theories and Practices of Social Change Organizing*

YOST 1366 *Stories of Resistance & Change: Youth, Race, Power & Privilege in the U.S.*

PA 1401 *Public Affairs: Community Organizing Skills for Public Action*

Racial Justice in Urban Schooling: Minor

"The Racial Justice in Urban Schooling minor is designed for students interested in the intersections of race, social class, language status, gender or sexual orientation, and how those impact educational equity and social justice."

CI 3101 *Issues in Urban Education*

CI 4121 *Culture Power and Education*

CI 4122 *Social Class Education and Pedagogy*

AAS 1201 *Racial Formation and Transformation in the United States*

CHIC 4275 *Theory in Action: Community Engagement in a Social Justice Framework*

SOC 3251W *Sociological Perspectives on Race, Class, and Gender*

CI 5137 *Multicultural Gender-Fair Curriculum*

CI 5145 *Critical Pedagogy*

SW 2501W *Introduction to Social Justice*

SW 3501 *Theories and Practices of Social Change Organizing*

Social Justice: Minor

“The social justice minor offers undergraduate students the opportunity to theorize about the meanings of social justice and practice “doing” social justice advocacy in community organizations.”

SW 3501 *Theories and Practices of Social Change Organizing*

SW 4501 *Senior Seminar in Social Justice*

SW 2501W *Introduction to Social Justice*

SW 1501 *Introduction to Peace Studies*

CHIC 4275 *Theory in Action: Community Engagement in a Social Justice Framework*

EPSY 3133 *Practicum: Service Learning, Psychology of Multiculturalism in Education*

GLBT 3301 *Gay, Lesbian, Bisexual, and Transgender Social Movements in the United States*

GWSS 3590 *Topics: Social Change, Activism, Law, and Policy Studies*

PHIL 3307 *Social Justice and Community Service*

SPAN 3401 *Latino Immigration and Community Engagement*

TH 5117 *Performance and Social Change*

HECU 3573 *Inequality in America: Internship and Integration Seminar*

Social Justice Leadership: Certificate

“The Social Justice Leadership Certificate Program (SJLC) is a year-long interdisciplinary program for undergraduates that will explore issues of social justice for those who are interested in being agents for positive social change.”

Students will develop an Action Project based on an area in which they would like to create meaningful change.

University of Missouri (MO)

Criminology/Criminal and Juvenile Justice: Minor

"The courses aim to have students develop an understanding of the criminal and juvenile justice system and criminal behaviors through a social justice lens. This lens allows students to recognize the impact of the justice system on vulnerable and marginalized populations and offers a critical reflection of the ways in which evidence-based intervention and sensible social policy can reduce criminal justice involvement."

Social Work 2000 *Exploration in Social & Economic Justice*

Sociology 2200 *Social Inequalities*

Black Studies 4303 *Race, Class, Gender and U.S. Social Policy*

WGST 3260 *Themes in Gender, Law and Justice*

[Financial Literacy for Helping Professionals](#): Minor Certificate

"Coursework includes classes in personal and family finance, financial counseling, tax planning, economics, community agencies, social policy, and exploration in social and economic justice."

Social Work 2000 *Exploration in Social & Economic Justice*

Social Work 4710 *Social Justice & Social Policy*

[Interdisciplinary with Emphasis on Peace Studies](#): Major

"Peace Studies is offered as an emphasis area in the BA in Interdisciplinary Studies. Students with this emphasis examine issues related to global peace and social justice. The emphasis in Peace Studies helps prepare students for employment, volunteer assignments, and graduate study in such areas as conflict resolution, human rights, humanitarian assistance, sustainable development, social justice, nonviolent social change, and the understanding of global cultural diversity."

PEA_ST 1050 *Introduction to Peace Studies*

PEA_ST 1052 *Global Warming, Climate Change, Catastrophic Climate Destabilization*

PEA_ST 2000 *Exploration in Social and Economic Justice*

PEA_ST 2285 *Large Corporations, Economic Crisis, Social Responsibility*

“The courses introduce students to key concepts, theories, problems, and solutions in public health, and also focus on the links between public health and social justice and human rights.”

12 Hours Approved Diversity Coursework

Social Justice: Minor

“Social justice involves the idea that in a perfect world all citizens would have identical social benefits, protections and opportunities regardless of their backgrounds and membership in diverse groups. Recognizing that the world is not perfect, the primary goals for the minor in social justice are to enhance sensitivity to vulnerable and at-risk populations, to provide opportunity for critical review of social policies and the allocation of societal resources and to stimulate interest in advocacy and the planned change process.”

SOC_WK 1115 *Social Welfare and Social Work*

SOC_WK 2000W *Exploration in Social and Economic Justice - Writing Intensive*

SOC_WK 2220W *Human Behavior and the Environment - Writing Intensive*

University of Montana (MT)

Community Agriculture: Certificate

“The Certificate in Community Agriculture develops participants’ knowledge and skills to effectively participate in or manage urban/community farms that combine food production with a focus on addressing economic, health, and/or social justice concerns.”

ENST 480 *Food Justice and Sustainability*

Environmental Studies: Environmental Justice: Graduate Focus

“The Environmental Justice focus area in Environmental Studies offers opportunities for students to gain a better understanding the causes and consequences of environmental justice problems and to learn how to work toward creating a more fair, just, resilient, and sustainable world. By carrying out community-engaged participatory research and reflecting on your experiences, you will develop skills in analytic problem solving, stakeholder analysis, community organizing, communication, collaboration, and project management. In the process you will also generate useful knowledge and gain insights into effective strategies to help empower communities who are over-burdened with pollution, lack adequate access to environmental services and amenities, and/or face various quality of life challenges.”

ENST 595.01 *Environmental Justice Issues and Solutions*

ENST 555 / SOC 555 *Research Methods for Social Change*

ENST 515/NRSM 515/COMX 515 *Environmental Negotiation Mediation*

Women’s, Gender and Sexuality Studies: Major, Minor, Graduate Certificate

“By fostering awareness of cultural and international diversity, as well as of the circulations of power mediated by race, class, age, and sexual orientation, Women’s, Gender and Sexuality Studies encourages students to think critically and to envision justice for all peoples.”

WGSS 263S *Social and Political Perspectives on Women, Men, and Sexuality*

WGSS 363 *Feminist Theory and Methods*

WGSS 398 *Coop Education/Internship*

COMX 447 *Rhetorical Construction of Women*

COMX 449 *Rhetoric of Women’s Activism*

ENST 489S *Environmental Justice Issues & Solutions*

S W 323 *Women & Social Action in America*

SOCI 220S *Race, Gender & Class*

SOCI 441 *Capstone: Inequality and Social Justice*

Sociology: Inequality and Social Justice: Concentration

“The concentration in inequality and social justice examines the causes and consequences of inequalities based on class, gender, race/ethnicity, disability, age, and sexual orientation.”

SOCI 220S *Race, Gender & Class*

SOCI 275S *Gender and Society*

SOCI 441 *Capstone: Inequality and Social Justice*

SOCI 442 *ISJ Service Learning*

SOCI 498 *Internship*

University of Nevada Las Vegas (NV)

Leadership and Civic Engagement: Certificate

“The Minor has the following learning outcomes: ... understand and participate in the democratic aspirations of equality, opportunity, social justice and self-governance. Cultivate an understanding of, commitment to, and ability to engage in communal contexts. Progress the formulation of multiple strategies for action (service, advocacy, policy change) to accomplish public ends/purpose.”

LDE 201 *Introduction to Leadership*

LDE 202 *Leadership and Ethics*

LDE 311 *Leadership and Social Identity*

LDE 312 *Leadership and Relationships*

LDE 313 *Leadership and Social Justice*

LDE 314 *Leadership and Global Engagement*

Social Justice Studies: Graduate Certificate

“Students in the certificate will develop interdisciplinary theoretical, methodological, and practical knowledge on all aspects of social justice, grounded in deep understanding of the root causes of injustices, and skills to advance social justice related to civil and human rights, social action/activism, community organizing, radical love, processes of conscientization, and societal democratization.”

CME 700 *Social Justice Education*

SOC 741 *Graduate Seminar in Social Stratification*

SOC 755 *Social Movements and Social Change*

SOC 770 *Race and Ethnic Relations in America*

SOC 776 *Seminar in Political Sociology*

WMST 673 *Chicana Feminism and Experience*

WMST 676 *Feminism and Activism*

WMST 677 *Critical Race Feminism*

AAS 635 *Malcolm X*

AAS 636 *Politics of Racial Ambiguity*

CIG 773 *Critical Pedagogies/Critical Literacies*

CME 630 *Multicultural Curriculum Transformation*

CME 730 *Intersectional Analysis in Multicultural Education*

CME 740 *Intergroup Dialogue Facilitation*

CME 770 *Critical Inquiry & Praxis (Indigenous Methodologies)*

EDH 609 *Leading Diverse Institutions*

SOC 660 *Critical Sociology*

SOC 753 *Racial Justice and Latinas/Latinos*

WMST 703 *Feminist Pedagogy*

University of New Mexico (NM)

American Studies: Major, Minor, M.A., Ph.D.

“American Studies is designed for the student interested in the interdisciplinary study of American culture. It encourages flexibility and innovation within a general structure of areas of interest, including but not limited to: Cultural Studies; Southwest Studies; Environmental and Social Justice; Popular Culture; Gender and Sexuality Studies; Race, Class and Ethnicity.”

182 *Introduction to Environmental and Social Justice*

185 *Introduction to Race, Class and Ethnicity*

309 / 509 *Topics in Social Movements*

320 *Topics in Environmental and Social Justice*

385 *Theories and Methods of American Studies*

498 *Internship*

513 *Cultural Politics of Neoliberalism*

523 *Environmentalism of the Poor*

Chicana/o Studies: Major, Minor

“Chicana and Chicano Studies accomplishes its mission by offering an undergraduate minor, promoting research, and establishing community partnerships. Curriculum and community engagement efforts focus on three areas: Chicana/o cultural studies; Politics and social justice; The transnational U.S.-Mexico experience”

CHMS 384 *Community Based Learning in Chicano Hispano Communities*

CCS342 *Race Cultr Gend Class Hist NM*

CCS486 *Writers in the Community*

Community and Regional Planning: Major, Minor, M.C.R.P.

“The BA in Environmental Planning and Design (BAEPD) teaches knowledge, tools and skills to advance social and environmental justice. ... The MCRP degree prepares graduates to shape community and regional change, and work towards environmental sustainability and social justice for their communities and regions as well as the larger world.”

265 *Sustainable Community Planning Methods*

403 / 503 *Community-Based Practice*

413 / 513 *Qualitative Research Methods*

531 *Foundations of Community Development*

538 *Community Participatory Methods*

691 *Sustainable Settlements*

Language, Literacy, and Sociocultural Studies: M.A., Ph.D.

“In each of our programs—Literacy, Bilingual Education/English as Second Language, Educational Thought and Sociocultural Studies (ETSS), American Indian Education, Social Studies Education, and Educational Linguistics—we strive to combine multicultural education and social action to shape educational practice, policy, and research, while addressing issues of social justice.”

LLSS 510 *Paulo Freire*

LLSS 530 *Whiteness Studies*

LLSS 582 *Curriculum Development in Multicultural Education*

LLSS 587 *Education and Gender Equity*

Peace Studies: Minor, Certificate

“Understanding issues of social and environmental justice are imperative in today’s world and learning how to use ‘peace making’ tools as actions against the structural violence that surrounds us everyday is a necessity for our planet’s (and humanities) survival.”

PCST 102 *Introduction to Peace Studies*

PCST 400 *Peace Studies Internship*

AMST 182 *Introduction to Environmental and Social Justice*

AMST 320 *Topics in Environmental and Social Justice*

CJ 314 *Intercultural Communication*

SOC 461 *Visualizing Global Change*

SUST 134 *Creating a Sustainable Future: Introduction to Environmental, Social, and Economic Health*

WMST 279 T *Intercultural Communication Between Women*

WMST 331 *Transnational Feminisms*

Race and Social Justice: Graduate Certificate

“1. Students will understand and identify the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective.
2. Students will be able to critically read/write about, discuss, and engage in scholarly inquiry related to race and social justice.
3. Students will acquire a basic level of knowledge about U.S. and/or local, global race and social justice movements.
4. Students will be aware of community engaged research and teaching opportunities as well as career and post-graduate opportunities their certificate makes possible.”

ANTH 530 *The Politics of Recognition*

ARTE 577 *Social Justice Issues in Art Education*

CRP 503 *Community Based Practice*

EDUC 652 *Teacher Education & Social Justice*

HIST 650 *Refugees, Exiles, and Asylum*

LLSS 524 *Critical Race Theory*

LLSS 530 *Whiteness Studies*

PH 556 *Community Based Participatory Research for Health*

PSYC 636 *Diversity & Multicultural Perspectives in Clinical Psychology*

SOC 430* *Intersectionality: Race, Gender Class for Social Policy*

WMST 512 *Feminist Research Methodologies*

Sustainability: Minor

“Sustainability encompasses the three pillars of environmental health, economic vitality and social equity.”

SUST 134 *Creating a Sustainable Future: Introduction to Environmental, Social, and Economic Health*

SUST 334 *Sustainability Practicum to Benefit the Campus or Community*

SUST 364 *Growers' Market Practicum*

SUST 434 *Synthesis of Sustainability Perspectives and Innovations*

SUST 499 *Sustainability Independent Capstone Project as Research or Creative Expression*

SUST 384 *Heritage Farming*

SUST 418*/AMST 320/PCST 340/GEOG 499/
NATV 450
Nuclear New Mexico: Environmental & Social Impacts

University of North Carolina Chapel Hill (NC)

Public Policy: Major, Minor, M.A., Ph.D.

“The core curriculum in public policy includes courses on policy innovation and analysis, political science, ethics and social justice, economics, statistics, and research design. Our experiential education (EE) courses develop students' teamwork, leadership, and communication skills as they produce actionable, client-centered public policy research.”

AAAD 485 *Transnational Black Feminist Thought and Practice*

COMM 375 *Environmental Advocacy*

COMM 624 *Hate Speech*

EDUC 533 *Social Justice in Education*

ENGL 364 *Introduction to Latina/o Studies*

ENEC 330 *Principles of Sustainability*

GLBL 382 *Latin American Migrant Perspectives: Ethnography and Action*

MEJO 441 *Diversity and Communication*

PLAN 574 *Political Economy of Poverty and Inequality*

SOCI 444 *Race, Class, and Gender*

WGST 368 *Women of Color in Contemporary United States Social Movements*

Social and Economic Justice: Minor

“An overarching objective is fostering attitudes and knowledge about human rights; racial, ethnic, and gender equality; economic justice; democratic participation; sustainable development; diversity; and peace. It is especially appropriate for students who anticipate working in advocacy roles in nonprofit organizations, in local communities, or in governmental organizations.”

SOCI 273 *Social and Economic Justice, Experiential Education*

SOCI 274 *Social and Economic Justice*

HBEH 610 *Alternative Spring Break*

ANTH 240 *Action Research*

AMST 398 *Service Learning in America*

COMM 53 *First-Year Seminar: Collective Leadership Models for Community Change*

COMM 260 *Introduction to Performance and Social Change*

RAM 288 *Theatre for Social Change*

EDUC 533 *Social Justice in Education*

ENGL 269 *Introduction to Disability Studies*

SOCI 417 *The City and Urbanization, Experiential Education*

SOWO 491 *Community Organizing for Social Change*

SOWO 492 *Seminar in Service Learning*

WGST 350 *Spitting in the Wind: “American” Women, Art, and Activism*

University of Pennsylvania (PA)

[Urban Studies](#): Major, Minor, Graduate Certificate

“Every student who decides to major or minor in Urban Studies is required to take complete an unpaid internship, for which they receive 2 cu’s, through a course entitled Fieldwork (URBS300). Fieldwork provides students with the opportunity to work closely with a community group, public agency, non-profit or private organization.”

URBS 300 *Fieldwork Seminar*

URBS178 *Urban University-Community Relations: Faculty-Student Collaborative Action Seminar in Urban Univ-Comm Relations*

URBS202 *Urban Education*

URBS322 *Big Pictures: Mural Arts*

URBS412 *Building Non-Profits: The Business of a Mission-Driven Organization*

URBS452 *Community Economic Development*

URBS473 *History & Theory of Community Organizing*

URBS480 *Liberation & Ownership*

University of Toledo (OH)

Educational Theory & Social Foundations: M.Ed., Ph.D., Graduate Certificate

“We offer a graduate program that brings social and humanistic theory and practice together to increase knowledge and promote active citizenship. ... Faculty expertise includes: Social justice and democratic schooling Action research, philosophical research, and social science research Urban education, global education, and peace education. The program is based in an integrated mode of inquiry comprised of normative, interpretive and critical approaches, aligned with the Council of Social Foundations of Education Standards.”

Intergroup and Intercultural Education

Multicultural and Non-Sexist Education

Theories of Justice and Educational Policy

Environmental Ethics and Education

Foundations of Peace Pedagogy

Law and Social Thought: Major

“Students engage in community activism and outreach as well as cross-cultural dialogue. They work in community organizations, government offices and law practices.”

“Three credits of required field experience. The LST department considers learning outside the classroom a critical piece of a university education. Students engage in community activism and outreach as well as cross-cultural dialogue.”

DST 2020 *Introduction to Disability Studies*

DST 4940 *Internship In Disability Studies*

WGST 4870 *Feminisms (Feminist Theory)*

WGST 4940 *Praxis (Internship)*

Peace Studies: Minor

“Peace Studies is an interdisciplinary field of study and learning process designed to develop the capacity of global citizens to critically understand and transform all forms of violence and the patterns of thought that justify and support them in order to contribute to the creation of a more just and peaceful world through processes of peace building.”

PJS 1000 *Introduction to Peace Studies: From Paradigms of Violence to Paradigms for Peace*

PJS 2000 *Nonviolence and Conflict Transformation: Theory and Practice*

PJS 2500 *Peace Education: Facilitating Learning for Change in Schools and Beyond*

PJS 3000 *Peace Lab: 21st Century Issues and Practices in Peace & Justice*

ARTH 4000 *NM Imaging: Social Documentary Photography*

DST 3030 *Disability Culture*

EEES 2200 *Climate Change*

PHIL 3540 *Feminism And Philosophy*

SOC 2640 *Race, Class, and Gender*

SOC 3640 *Social Inequality*

SOC 4100 *Community Organizing and Development*

WGST 3400 *Feminist Approaches To Social Problems*

[Social Work](#): B.S.W.

“Social work and social justice go hand-in-hand. Our program in the College of Health and Human Services is committed to the advancement of human rights and the achievement of social, economic and environmental justice.”

University of Washington (WA)

[Global Health](#): Minor, M.P.H., Ph.D.

“Social Justice is a cross-cutting value of the Department that informs our approach to global health whether we are doing research, capacity building, or educating the next generation of global health leaders. Below are a few projects that exemplify this core value.”

G H 305 *Global Health and Justice*

G H 418 *Understanding and Managing the Health Risks of Climate Change*

G H 517 *International Bioethics, Social Justice, and Health Seminar*

University of Wisconsin Madison (WI)

[Sustainability](#): Certificate

“Learning outcomes for students completing the sustainability certificate include the ability to: Set sustainability-related goals and develop strategies to implement these goals. Be able to use and apply concepts related to sustainability: Life cycle thinking, Long term thinking, e.g., “Shifting baselines”, Sustainability frameworks, e.g., “triple bottom line”, Embodied resources including energy and water, Natural capital and biodiversity, Multiple-stakeholder thinking capstone, Climate change concepts.”

ENVIR ST 112 *Environmental Studies: The Social Perspective*

EPS 150 *Climate Change and Sustainability Education*

CONSUMER SCI 360 *Sustainable and Socially Just Consumption*

ENVIR ST 400 *Food Systems, Sustainability, and Climate Change*

C&E SOC 541 *Environmental Stewardship and Social Justice Special Topic: The Global Perspective*

Education Studies: B.S.

“Undergraduates interested in issues of inequality and social justice will study these dimensions of educational reform. Courses explore the interconnections between education and other major social institutions, including the justice system, the healthcare system, family advocacy systems, economic development, and foreign affairs. Students study debates concerning education-related social disparities and the pursuit of equal educational opportunities for all.”

CURRIC 240 *Critical Aspects of Teaching, Schooling, and Education*

CURRIC/CHICLA 321 *Chicano/Latino Educational Justice*

ED POL 200 *Race, Ethnicity, and Inequality in American Education*

ED POL 210 *Youth, Education, and Society*

ED POL 460 *Immigration, Education, and Equity*

Educational Leadership & Policy Analysis: M.S., Ph.D.

"The mission of the department is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world."

Elementary Education: B.S.E.

"Through their preparation, students gain awareness of how schools reflect both the strengths and inequities of our increasingly multicultural society and become more committed to advancing social justice and equity through their classroom practice and community interactions."

CURRIC/RP & SE 506 *Strategies for Inclusive Schooling*

RP & SE 466 *Diversity in Special Education*

Ursinus College (PA)

Educational Studies: Major

"Educational Studies will not only enrich your own educational experience and understanding; it can prepare you to pursue graduate school and career options in various fields, including higher education, education policy, school counseling, social justice, and teaching in settings such as Teach for America, Peace Corps, and museums."

EDUC-280 *Education and Inequality*

EDUC-320 *Diversity of Learners*

EDUC-375 *The Inclusive Classroom*

Peace and Social Justice: Minor

"The minor integrates theory and practice, combining interdisciplinary studies with an applied learning experience, wherein students are exposed firsthand to structural inequities and/or the obstacles to peace."

PSJ-200 *Introduction to Peace and Social Justice Studies*

PSJ-381 *Internship*

AAAS-200 *Issues in African American and Africana Studies*

EDUC-280 *Education and Inequality*

MCS-350 *Intercultural Communication*

Vanderbilt University (TN)

[Law School: George Barrett Social Justice Program: Graduate Program](#)

"Students can choose from a variety of courses and clinics addressing a diversity of topics, including non-litigation strategies for social change; race and the law; drug law and policy; domestic violence; labor and employment; poverty law; mental health law; bioethics; immigration; the death penalty; and wrongful conviction."

[Medicine, Health and Society: Inequality, Intersectionality, and Health Justice: Major, Minor, M.A.: Concentration](#)

"Emphasizes how diverse structures of inequality intersect and shape health disparities, and considers the role of social justice movements in reducing inequities."

MHS 1940 *Racial & Ethnic Health Disparities*

ANTH 2342 *Biology of Inequality*

MHS 3110 *Global Health & Social Justice*

MHS 2120 *Health Social Movements*

MHS 2130 *Social Movements and Community Action*

MHS 3830 *Service Learning*

MHS 3831 *Service Learning Research*

Washington State University (WA)

[Comparative Ethnic Studies: Major](#)

“CES seeks to ... Enhance students’ abilities to appreciate differences and to actively and critically engage in their civic responsibilities, especially with respect to social justice.”

CES 201 *Foundations of Comparative Ethnic Studies*

W ST 201 *Critical Frameworks in Gender Studies*

CES/W ST/SOC 300 *Intersections of Race, Class, Gender, and Sexuality*

CES/W ST 489 *Everyday Struggles for Justice and Equality*

AM ST 475 *Digital Diversity*

CES 301 *Race and Global Inequality*

CES 325 *Traveling Cultures: Tourism in Global Perspective*

CES 407 *Race, Gender, and the Prison Industrial Complex*

CES 440 *Global Social Justice*

CES 446 *Racism and Anti-Racism in Global Context*

CES 491 *Theories of Racism and Ethnic Conflicts*

[Digital Humanities and Culture: Graduate Certificate](#)

“More than learning a specific technology or computing platform, a graduate certificate in Digital Humanities and Culture directs students to learn how, when, and most importantly why to use technology to solve a range of problems for digital classrooms, scholarly research methodologies, information technology companies, political advocacy groups, social justice projects and beyond.”

English/DTC 560 *Critical Theories, Methods, and Practice in Digital Humanities*

AMST 522 *Digital Cultures, Digital Divides*

ENGL 548 *Seminar in Critical and Cultural Theory*

[Queer Studies: Minor](#)

“Queer studies examines the intersections between gender, sexuality, race, ethnicity, and class, focusing on structural inequalities and queer resistance to those same inequalities. ... Students examine sexual orientation and gender identity as they intersect with culture, ethnicity, class, and community, examining, for instance, how queer politics and activism is fundamentally linked to the struggles against globalization, anti-immigration, privatization of health care, or racial and gender oppression.”

Gender and Power: Introduction to Women's Studies

Queer Identities in Contemporary Cultures

Lesbian and Gay Studies

Theoretical Issues in Lesbian and Gay Studies

Diverse Sexualities and Cultural Production

Intersections of Race, Class, Gender, and Sexuality

Theoretical Issues in Women's Studies

Women's Studies: Major

W ST 201 *Critical Frameworks in Gender Studies*

CES 201 *Foundations of Comparative Ethnic Studies*

W ST/CES/SOC 300 *Intersections of Race, Class, Gender, and Sexuality*

W ST/CRMJ 403 *Violence Toward Women (CAPS)*

CES405/ENGL 410 *Cultural Criticism and Theory (CAPS)*

CES 489 *Everyday Struggles for Justice and Equality (CAPS)*

W ST 481 *Feminist Theory*

W ST/SOC 385 *Introduction to Lesbian, Gay, Bisexual, and Transgender Studies*

AM ST/WS T 475 *Digital Diversity*

“Women's studies seeks ... Further university and societal goals of diversity and equity. Work for social and institutional change.”

Whitman College (WA)

Political Science: Community-Based Learning: Concentration

"The State of the State for Washington Latinos project engaged Whitman College undergraduate students in intensive research to bring local racial barriers to light and empower communities with information and strategies to organize and advocate around a comprehensive agenda for racial and social justice."

Northwest Justice Center Research Partnership

The State of the State for Washington Latinos

Semester in the West

The U.S.-Mexico Border Program

Rhetoric Studies: Major, Minor

"Courses focus on political, legal, environmental, social, activist, and identity politics."

250 *Rhetoric, Gender and Sexuality*

255 *The Rhetoric of Social Protest*

270 *Rhetoric, Incarceration, and Civic Engagement*

342 *Rhetoric and Capitalism: Exploitation, Precarity and Social Change*

380 *Rhetorical Bodies*

Race and Ethnic Studies 305 *Continental Philosophy, Postcolonial Theory, and the Palestinian Question*

Chart 5: Experiential Learning Courses

Antioch University Los Angeles (CA)

[Liberal Studies: Urban Studies Concentration](#): Concentration, Major or Minor

Writing for Social Change

Arizona State University (AZ)

[Social Justice and Human Rights](#): M.A.

JHR 506 *Grant Writing and Development for Social Justice and Human Rights*

JHR 525 *Action Research in Social Justice and Human Rights*

JHR 584 *Internship*

Arizona State University (AZ)

[Socio-Economic Justice](#): Graduate Certificate

JHR 525 *Action Research in Social Justice and Human Rights*

JUS 633 *Community Research*

Brandeis University (MA)

[Peace, Conflict, and Coexistence Studies](#): Minor

PAX 89a *Internship in Peace, Conflict, and Coexistence Studies*

Brandeis University (MA)

[Social Justice and Social Policy](#): Minor

SJSP 89a *Social Justice, Social Policy Internship*

Cabrini University (PA)

[Social Justice](#): Minor

SOJ 250 *Social Justice in the Field*

California State University Northridge (CA)

[Civic and Community Engagement](#): Minor

CCE 490 *Capstone in Civic and Community Engagement*

California State University Northridge (CA)

[Gender & Women's Studies](#): Major, Minor

GWS 305CS *Gender and Women's Studies Community Service*

California State University Northridge (CA)

[Gender and Social Justice](#): Minor

SWMS 311 *Gender Studies and the Community: Internship*

California State University Northridge (CA)

[Sustainability](#): Minor

SUST 401 *Applied Sustainability*

City College, CUNY (NY)

[Community Change Studies](#): Minor

PSC 31147 *Community Organizing*

PSC 31051 *Community-Based Research*

SSC 31200 *Internship*

Cornell University (NY)

[Community Food Systems](#): Minor

DSoc 4400 *Community Food Systems Capstone*

Practicum

Cornell University (NY)

[Inequality Studies](#): Minor

ANTHR 3462 *Democratizing Research: Participation, Action, and Research*

CRP 3310 *Social Justice and the City: Preparation for Urban Fieldwork*

WRIT 4310 *Service Learning for Democratic Citizenship: Literature of American Social Action Movements*

DePaul University (IL)

[Community Service Studies](#): Minor

CSS 201 *Critical Community Engagement*

CSS 395 *Community Internship*

ART 292 *Community Video Production*

JOUR 374 *Community Journalism*

CSS 310 *Restorative Justice: Engagement with the Prison*

SPN 124 *Intermediate Spanish I: Service Learning*

WRD 377 *Writing and Social Engagement*

DePaul University (IL)

[Criminology: Community Justice Concentration](#): Major, Concentration

CSS 201 *Critical Community Engagement*

CSS 310 *Restorative Justice: Engagement with the Prison*

DePaul University (IL)

[Peace, Justice and Conflict Studies](#): Major, Minor

PAX 200 *Communities Working for Sustainable Justice and Peace: Service in Chicago and the U.S.*

PAX 250 *Topics: Tools for Social Change*

PAX 251 *Topics: Tools to Support Justice, Human Rights, and Peacebuilding*

PAX 350 *Capstone in Peace, Justice & Conflict Studies*

PAX 392 *Internship in Peace, Justice, and Conflict Studies*

DePaul University (IL)

[Psychology: Community Concentration](#): Major, Concentration

PSY 359 *Field Work in Community Research and Action*

Community Psychology Internship

DePaul University (IL)

[Sociology: Cities, Action, Power, and Practice \(CAPP\) Concentration](#): Major, Concentration

CSS 201 *Critical Community Engagement*

Eastern Kentucky University (KY)

[Social Justice Studies](#): Major (B.S.)

SJS 250S *Service Learning in Justice, Conflict and Social Change*

SJS 450S *Learning through Civic Engagement*

Evergreen State College (WA)

[Community Studies](#): Major

Cities and Suburbs: Advocacy and Writing for Social and Ecological Justice

Doing the Business of Nonprofits: Ideas to Realities through Grantwriting and Fundraising

Gateways for Incarcerated Youth: Critical Literacy and Critical Numeracy

Multicultural Counseling

Repair: The Art of Sustainability and Social Practice

Student-Originated Studies: Community-Based Learning and Action

George Mason University (VA)

[Arts and Social Change](#): Minor

EVPP 480 *Sustainability in Action*

George Mason University (VA)

[Environmental and Sustainability Studies](#): Major

EVPP 480 *Sustainability in Action*

George Mason University (VA)

[Mason Core: Engagement Series - Sustainability](#): Optional Pathway

INTS 295 *Field-Based Work: Leadership for Sustainability*

EVPP 480 *Sustainability in Action*

George Mason University (VA)

[Nonprofit Studies](#): Minor

INTS 422 *An Experiential Approach to American Foreign Policy*

PSYC 427 *Community Engagement for Social Change*

George Mason University (VA)

[Social Innovation](#): Minor

PSYC 427 *Community Engagement for Social Change*

George Mason University (VA)

[Social Justice](#): Minor

INTS 304 *Social Movements and Community Activism*

Gonzaga University (WA)

[Solidarity and Social Justice](#): Minor

SOSJ 499 *Solidarity and Social Justice Praxis*

Hamline University (MN)

[Social Justice](#): Major

SOCJ 5900 *Social Justice Capstone*

Indiana University Bloomington (IN)

[Gender Studies](#): Major, Minor

Practicum in Gender Studies

Kansas State University (KS)

[American Ethnic Studies](#): Major, Minor

AMETH 650 *Practicing Social Change*

Kansas State University (KS)

[Gender, Women, and Sexuality Studies](#): Major

GWSS 605 *Social Change: Field Experience*

GWSS 784 *Internship in Gender, Women, and Sexuality Studies*

DAS 590 *Applied Nonviolence*

Kansas State University (KS)

[Non-violence Studies](#): Certificate

DAS 590 *Applied Nonviolence*

Kansas State University (KS)

[Social Justice Education](#): Graduate Certificate

DED 820 *Foundations of Social Justice Education: Research, Theory, and Practice*

DED 880 *Reflective Practice in Social Justice Education*

GWSS 605 *Social Change Field-Experience*

Kansas State University (KS)

[Women's and Gender Studies](#): Major, Minor, Honors

WGS 353 *Single Motherhood (Community-Based Learning Course)*

WGS 380, 381 *Internship in Women's and Gender Studies*

Marquette University (WI)

[Peace Studies](#): Major, Minor

SOWJ 2600 *Community Organizing*

SOWJ 3400 *Advocacy and Social Change Theory and Practice*

Marquette University (WI)

[Social Welfare and Justice](#): Major, Minor

SOWJ 2600 *Community Organizing*

SOWJ 3400 *Advocacy and Social Change Theory and Practice*

SOWJ 3986 *Internship in Social Welfare and Justice*

Merrimack College (MA)

[Community Engagement](#): M.Ed.

CME 535G *Social Justice Education in Action*

Merrimack College (MA)

[Environmental Studies and Sustainability](#): Major, Minor

ESS 4820 *Community Internship*

Miami University of Ohio (OH)

[Community-Based Leadership](#): Minor

SJS 215 *EMPOWER I: Educational and Economic Justice and Service-Learning*

Miami University of Ohio (OH)

[Educational Leadership](#): Major, M.A., M.S., Ed.D., Licensure

EDL 382 *Community-Based Research & Learning in Education*

EDL 464 *Community-Based Leadership and Change*

Miami University of Ohio (OH)

[Fostering Just Communities](#): Certificate

SJS 215 *EMPOWER I: Educational and Economic Justice and Service-Learning*

EDL 377 *Service Learning*

Miami University of Ohio (OH)

[Social Justice Studies](#): Major, Minor

SJS 215 *EMPOWER I: Educational and Economic Justice*

SJS 216 *EMPOWER II: Intersections of Race, Class, and Education*

Northwestern University (IL)

[Civic Engagement](#): Certificate

SESP 202 *Introduction to Community Development*

SESP 299-1 and 299-2 *Civic Engagement Capstone Research*

Ohio Wesleyan University (OH)

[Social Justice](#): Major

SJ 495 or SJ 490 *Internship or Independent Study* (with a member of Social Justice-affiliated faculty)

Pacific University (OR)

[Peace and Social Justice](#): Minor

PSJ 105 *Introduction to Civic Engagement*

PSJ 305 *Advanced Civic Engagement*

PSJ 315 *Civic Engagement Mentoring*

Pennsylvania State University Harrisburg (PA)

[Community Psychology and Social Change](#): M.A.

CMPSY 519 *Research Methods I*

CMPSY 520 *Research Methods II*

Pepperdine University (CA)

[Sustainability](#): Minor

SAAJ 324 *Social Action and Justice Colloquium*

Pepperdine University (CA)

[Women's Studies](#): Minor

WMST 301 *Women's Studies - Service Learning*

Pomona College (CA)

[Asian American Studies](#): Major, Minor

ASAM 102 PZ *Fieldwork in Asian American Communities*

Pomona College (CA)

[Chicana/o-Latina/o Studies](#): Major, Minor

CHST101 CH *Community Partnerships*

Prescott College (AZ)

[Social Justice and Community Organizing](#): M.A.

Radical Pedagogy as Praxis

Mobilizing Change

Advocacy Research

Community Organizing I

Asset Mapping

Roosevelt University (IL)

[Social Entrepreneurship](#): Major

SOC 346 *Community Organizing*

Roosevelt University (IL)

[Social Justice Studies](#): Major, Minor

SOCJ 360 *Internship in Social Justice Studies*

Roosevelt University (IL)

[Sustainability Studies](#): Major

SUST 350 *Service and Sustainability*

SUST 395 *Sustainability Studies Internship*

Saint Mary's College of California (CA)

[Ethnic Studies](#): Major, Minor

ES 157 *Praxis in Creating Community: Interactive Theater or Intergroup Dialogue in Action*

ES 159 *Capstone in Creating Community: Original Work in Intergroup Dialogue or Interactive Theater*

Saint Mary's College of California (CA)

[Justice, Community and Leadership](#): Major, Minor

JCL 10 *Introduction to Justice, Community and Leadership*

JCL 123 *Praxis: Anti-Racist Pedagogy*

JCL 127 *Praxis: Community Service*

JCL 129 *Praxis: Education*

JCL 130 *Environmental Justice*

JCL 150 *Advanced Leadership Theory*

San Francisco State University (CA)

[Environmental Studies: Environmental Sustainability and Social Justice Emphasis](#): Major: Emphasis

ENVS 530 *Environmental Leadership and Organizing*

ENVS 570 *Applied Local Sustainability*

LS/HIST 681 *Community Service Learning in the Schools*

San Francisco State University (CA)

[Race and Resistance Studies](#): Minor

AFRS 694 *Community Service Learning*

San Francisco State University (CA)

[Women and Gender Studies](#): Major, Minor, M.A.

WGS 798 *Feminist Internship: Gender and the Nonprofit Industrial Complex*

Southern Oregon University (OR)

[Social Justice](#): Minor

SOAN 440 *Social Activism: History, Method, Practice*

ARTH 345 *Activist Artists and Work in the Community*

Southern Oregon University (OR)

[Sustainability Leadership](#): Certificate

BA 483 *Sustainability Leadership*

Stony Brook, SUNY (NY)

[Africana Studies: Human Rights and Social Justice Concentration](#): Major Concentration

Social Action Project—the topic for the Social Action Project must be approved by the Undergraduate Director.

Internship Requirement: Students must serve an internship in an organisation in Long Island or the Greater New York City area.

University of Colorado Boulder (CO)

[Education](#): Minor

EDUC 2050 *Step Up to Social Justice Teaching*

INVS 2919 *Renewing Democracy in Communities and Schools*

University of Colorado Boulder (CO)

[Peace & Conflict Studies](#): Certificate

INVS 1513 *Civic Engagement: Using the Electoral Process as a Tool for Social Change*

University of Colorado Boulder (CO)

[Public Achievement](#): Program

INVS/EDUC 2919 *Renewing Democracy in Communities & Schools*

INVS 4999 *Teaching Social Justice*

University of Florida (FL)

[Sustainability Studies](#): Major, Minor

IDS 4942: *Sustainability in Action*

University of Iowa (IA)

[Gender, Women's, and Sexuality Studies](#): Major

GWSS:2045 *Working for Social Justice*

GWSS:3005 *Gender, Women's, and Sexuality Studies Practicum*

GWSS:3400/SJUS:3400 *Gender, Women's, and Sexuality Studies Advocacy and Engagement Colloquium*

GWSS:3600 *Art, Feminist Practice, and Social Justice*

University of Iowa (IA)

[Social Justice](#): Major

SJUS:4080 *Advocacy and Engagement Capstone*

University of Iowa (IA)

[Sustainability](#): Certificate

EES:3150 *Sustainability Project*

University of Kansas (KS)

[American Studies](#): B.A., B.G.S., M.A., Ph.D., Graduate Certificate

AMS 496 *Social Justice Perspectives and Experiences*

University of Kansas (KS)

[Latino/a Studies](#): Minor

AMS 552 *Public Service in American Studies*

SPAN 330 *Service Learning Internship Spanish I*

SOC 490 *Internship in Sociology*

University of Kansas (KS)

[Peace and Conflict Studies](#): Minor, Graduate Certificate

PCS 560 *Directed Study in Peace and Conflict Studies* [practicum]

University of Kansas (KS)

[Social Justice in the U.S.](#): Minor

AMS 496 *Perspectives and Experiences in Social Justice*

University of Michigan (MI)

[American Studies](#): Major, Minor

AMCULT 306 / PSYCH 317 *Community Research*

AMCULT 311, Section: 010 *American Culture and the Humanities: Empowering Community*

AMCULT 321 / PSYCH 325 *Detroit Initiative*

University of Michigan (MI)

[Community Action and Research](#): Graduate Certificate

SW 650 *Community Development*

SW 651 *Planning for Organizational and Community Change*

SW 652 *Organizing for Social and Political Action*

SW 657 *Multicultural, Multilingual Organizing*

SW 658 *Women and Community Organization*

SW 674 *Community-Based Policy Advocacy*

University of Michigan (MI)

[Community Action and Social Change](#): Minor

AMCULT 321 *Community Research*

ALA 429 IGR Senior Capstone: *Social Justice in the Real World*

RCCORE 302 *Community-Based Internship Reflection Seminar*

RCHUMS 341 *Empowering Community Through the Arts*

RRCORE 334 5 *Special Topics: Environmental Justice Organizing in Detroit*

SW 305 *Theories and Practices for Community Action and Social Change*

WOMENSTD 350 *Nonprofit Management, Community Engagement, and Feminist Practice*

University of Michigan (MI)

[Intergroup Relations Education](#): Minor

ALA 429/SOC 471, PSYCH 411 *Social Justice in the Real World*

UC/SOC 321, PSYCH 311 *Practicum in Facilitating Intergroup Dialogues*

University of Michigan (MI)

[Law, Justice and Social Change](#): Major Subplan, Minor

SOC 225 *Project Community—Criminal Justice Section*

SOC 489 *Organizing: People, Power, and Social Change*

University of Michigan (MI)

[Poverty Solutions, Action & Engagement](#): Certificate

SOC 225 *Project Community*

University of Michigan (MI)

[Social Work: Community Organization](#): M.S.W. Concentration

SW 650 *Community Development*

SW 651 *Planning for Organizational and Community Change*

SW 652 *Organizing for Social and Political Action*

SW 657 *Multicultural, Multilingual Organizing*

SW 658 *Women and Community Organization*

SW 674 *Community-Based Policy Advocacy*

University of Michigan (MI)

[Social Work: Social Policy & Evaluation](#): M.S.W. Concentration

SW 674 *Community-Based Policy Advocacy*

University of Minnesota (MN)

[Gender, Women, and Sexuality Studies](#): Major, Minor, Ph.D., Graduate Minor

GWSS 3501 *Gay, Lesbian, Bisexual and Transgender Social Movements in the United States*

University of Minnesota (MN)

[Global Studies](#): Major, Minor

Students must participate in a relevant experiential learning opportunity through study abroad (at least 6 weeks), an internship (at least 100 hours), or a service-learning experience.

SW 3501 *Theories and Practices of Social Change Organizing*

University of Minnesota (MN)

[Leadership](#): Minor

CHIC 4275 *Theory in Action: Community Engagement in a Social Justice Framework*

EPSY 3133 *Practicum: Service Learning, Psychology of Multiculturalism in Education*

LEAD 3971 *Leadership Minor: Field Experience*

OLPD 4301 *Global Youth Leadership and Community Engagement*

PA 1401 *Public Affairs: Community Organizing Skills for Public Action*

PHIL 3307 *Social Justice and Community Service*

SPAN 3401 *Latino Immigration and Community Engagement*

SW 3501 *Theories and Practices of Social Change Organizing*

University of Minnesota (MN)

[Racial Justice in Urban Schooling](#): Minor

CHIC 4275 *Theory in Action: Community Engagement in a Social Justice Framework*

SW 3501 *Theories and Practices of Social Change Organizing*

University of Minnesota (MN)

[Social Justice](#): Minor

CHIC 4275 *Theory in Action: Community Engagement in a Social Justice Framework*

EPSY 3133 *Practicum: Service Learning, Psychology of Multiculturalism in Education*

GLBT 3301 *Gay, Lesbian, Bisexual, and Transgender Social Movements in the United States*

HECU 3573 *Inequality in America: Internship and Integration Seminar*

PHIL 3307 *Social Justice and Community Service*

SPAN 3401 *Latino Immigration and Community Engagement*

SW 3501 *Theories and Practices of Social Change Organizing*

SW 4501 *Senior Seminar in Social Justice*

University of Minnesota (MN)

[Social Justice Leadership](#): Certificate

Students will develop an Action Project based on an area in which they would like to create meaningful change.

University of Montana (MT)

[Women's, Gender and Sexuality Studies](#): Major, Minor, Graduate Certificate

ENST 489S *Environmental Justice Issues & Solutions*

S W 323 *Women & Social Action in America*

WGSS 398 *Coop Education/Internship*

University of Montana (MT)

[Sociology: Inequality and Social Justice](#): Concentration

SOCI 442 *ISJ Service Learning*

SOCI 498 *Internship*

University of New Mexico (NM)

[American Studies](#): Major, Minor, M.A., Ph.D.

498 *Internship*

University of New Mexico (NM)

[Chicana/o Studies](#): Major, Minor

CCS486 *Writers in the Community*

CHMS 384 *Community Based Learning in Chicano Hispano Communities*

University of New Mexico (NM)

[Community and Regional Planning](#): Major, Minor, M.C.R.P.

403 / 503 *Community-Based Practice*

University of New Mexico (NM)

[Peace Studies](#): Minor, Certificate

PCST 400 *Peace Studies Internship*

University of New Mexico (NM)

[Race and Social Justice](#): Graduate Certificate

CRP 503 *Community Based Practice*

PH 556 *Community Based Participatory Research for Health*

University of New Mexico (NM)

[Sustainability](#): Minor

SUST 334 *Sustainability Practicum to Benefit the Campus or Community*

SUST 364 *Growers' Market Practicum*

SUST 499 *Sustainability Independent Capstone Project as Research or Creative Expression*

University of North Carolina Chapel Hill (NC)

[Public Policy](#): Major, Minor, M.A., Ph.D.

COMM 375 *Environmental Advocacy*

COMM 624 *Hate Speech*

GLBL 382 *Latin American Migrant Perspectives: Ethnography and Action*

University of North Carolina Chapel Hill (NC)

[Social and Economic Justice](#): Minor

AMST 398 *Service Learning in America*

ANTH 240 *Action Research*

COMM 53 *First-Year Seminar: Collective Leadership Models for Community Change*

HBEH 610 *Alternative Spring Break*

RAM 288 *Theatre for Social Change*

SOCI 273 *Social and Economic Justice, Experiential Education*

SOCI 417 *The City and Urbanization, Experiential Education*

SOWO 492 *Seminar in Service Learning*

University of Pennsylvania (PA)

[Urban Studies](#): Major, Minor, Graduate Certificate

URBS178 *Urban University-Community Relations: Faculty-Student Collaborative Action Seminar in Urban Univ-Comm Relations*

URBS 300 *Fieldwork Seminar*

University of Toledo (OH)

[Law and Social Thought](#): Major

"Three credits of required field experience. The LST department considers learning outside the classroom a critical piece of a university education. Students engage in community activism and outreach as well as cross-cultural dialogue."

WGST 4940 *Praxis (Internship)*

University of Toledo (OH)

[Peace Studies](#): Minor

PJS 3000 *Peace Lab: 21st Century Issues and Practices in Peace & Justice*

SOC 4100 *Community Organizing and Development*

Ursinus College (PA)

[Peace and Social Justice](#): Minor

PSJ-381 *Internship*

Vanderbilt University (TN)

[Medicine, Health and Society: Inequality, Intersectionality, and Health Justice](#): Major, Minor, M.A.: Concentration

MHS 3830 *Service Learning*

MHS 3831 *Service Learning Research*

Whitman College (WA)

[Political Science: Community-Based Learning](#): Concentration

Northwest Justice Center Research Partnership

The State of the State for Washington Latinos

Semester in the West

The U.S.-Mexico Border Program

Chart 6: Offices of Student Affairs

Institution	Office of Student Affairs	Sample Social Justice Programs, Activities, and Commitments
Arizona State University (AZ)	Educational Outreach and Student Services	Changemaker Central : "Passionate about social justice? Interested in making a difference through service? Have an innovative solution for a global challenge? Change-maker Central @ ASU is a community of like-minded students that are leading social change in our local and global community."
Barnard College (NY)	Student Life	Barnard Leadership & Social Justice Workshops : "What topics are you looking for this workshop to cover? (i.e. conflict mediation, communication skills, power and privilege, etc...)"
Brandeis University (MA)	Division of Student Affairs	Student Spotlights : " Name : Miriam Berro Krugman. Major(s) and Minor (s) : Sociology, Social Justice & Social Policy, Peace, Conflict, & Coexistence Studies, and Women's, Gender, & Sexuality Studies."
Brooklyn College, CUNY (NY)	Division of Student Affairs	Job Advertisement, Assistant Director of Student Activities : "Strong commitment to service, social justice and student leadership development required."
City College, CUNY (NY)	Division of Student Affairs	SEEDS : "The Student Empowerment Engagement Development Series (SEEDS) @ City College promotes leadership development, civic engagement, and social justice through a series of workshops and retreats."
Cornell University (NY)	Student and Campus Life	Vijay Pendakur, Robert W. and Elizabeth C. Staley Dean of Students : "He started his higher education career at the University of Wisconsin – Madison, his alma mater, where he worked full-time as a diversity and social justice educator while running a new Multicultural Student Center focused on serving first year college students. In addition to being an experienced practitioner in student affairs administration, he is also a scholar of diversity and inclusion work. For a sample of his scholarly publications, explore the book he recently edited, Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success."
DePaul University (IL)	Division of Student Affairs	Mission and Vision : "We celebrate the diversity of our community of students, faculty and staff, and we commit ourselves to social justice and service to others, particularly those who are marginalized."

Hamline University (MN)	Student Affairs Division	Javier Gutierrez, Associate Dean of Students : “In addition to his student affairs work, Javier has also taught first year seminars and student development theory courses that focus on social identity. He has also facilitated various workshops that focus on diversity and social justice. Javier believes in the power of narrative to understand issues of diversity and social justice and feels that knowing yourself is the first step in creating social change.”
Indiana University Bloomington (IN)	Division of Student Affairs	Hoosier Service Leaders Program : “Hoosier Service Leaders participate in robust leadership development education to hone their skills and expand their knowledge about social justice.”
Lafayette College (PA)	Division of Campus Life	Goals for Student Learning: Multicultural Competence : “Multicultural competence refers to the development of the knowledge, awareness, and skills that enable positive interactions with others, regardless of differences of race, religion, sexual orientation, ethnic background, class, etc. This competence includes an awareness of the impact of cultural heritage on worldviews, values, and assumptions, and encourages a celebration of individual differences.”
Lake Forest College (IL)	Office of Student Affairs	Forester Five: Foundations for Student Development: Embrace Diversity : “The College’s mission statement affirms that we encourage our students to embrace cultural diversity and learn to become effective members of the global community. Students will become adept at approaching differences openly, honestly, and respectfully, and enriching their educational experience by learning from and about each other. We value diversity in our ethnic and cultural backgrounds, in equal measure with the breadth and depth of the many other experiences that our students, staff, and faculty bring to campus.”
Marquette University (WI)	Division of Student Affairs	Social Justice in Action Conference : “The conference will provide both entry-level discussions around allyship, privilege, volunteerism and social justice issues as well as more advanced skill-building for students who already identify as advocates and activists (for example, conflict management, effective marketing, storytelling, self-care). We also intend to include historical perspectives on social movements in Milwaukee, space for reflection, and an expression project.”

Merrimack College (MA)	Office of the Dean of Students	Unity House : “The Unity House is a student-run organization at Merrimack College, which promotes diversity and multiculturalism and seeks to spark a campuswide movement. Our Vision: Ensure a safe, secure and inclusive social climate to all identities and affinities. Develop champions of advocacy within student, faculty and staff groups. Build a strong, active network of individuals and groups from currently underrepresented populations and their allies.”
Northwestern University (IL)	Division of Student Affairs	Social Justice Award : “The Social Justice Award recognizes a Student Affairs staff member, department, or group who has engaged in activities outside the framework of their regular responsibilities to help create and foster a Northwestern community that is equitable and inclusive.”
Occidental College (CA)	Student Life	Intern Qualifications : “Commitment to diversity, inclusion, and social justice”
Pomona College (CA)	Division of Student Affairs	Learning Outcomes : “5. Social Responsibility and Dynamics of Difference and Power. Understanding and appreciation of cultural and human differences. Sense of civic responsibility. Global Perspective. Positionality within a community Identify power in relationships. Learning concept of privilege. Understanding plus identifying injustice, and advocating for change.”
San Francisco State University (CA)	Division of Student Life	Dean of Students Award for Social Justice
Southern Connecticut State University (CT)	Student Life	LGBTIQQA Education and Programming: Graduate Intern : “Bachelor Degree and pursuit of master’s degree required: experience designing LGBTIQQA programming and working with a diverse population preferred; knowledge of current issues of multiculturalism, diversity, and race and ethnic group relations necessary; some supervisory skills and experience strongly recommended and preferred.”
Southern Oregon University (OR)	Student Life	Social Justice & Service : “The Social Justice & Service team is situated within Student Life at Southern Oregon University. Our team of Resource Center professional and student staff members provide justice and social change-related education, inclusive trainings, programs, initiatives, and outreach for our campus. We offer an array of student and campus community focused programs and activities that encourage engagement and enhance the understanding and appreciation of our environment, gender identities and expressions, sexual orientation, race, ethnicity, re-entry, and veteran statuses.”

Stony Brook, SUNY (NY)	Division of Student Affairs	<p>Diversity Peer Education: “The Diversity Peer Education program will train students on how to effectively engage others, analyze situations, and bring about change in the campus context through the lens of diversity and social justice. The skills learned in this class will not just be applicable to situations related to diversity, but also will encourage students to reflect on themselves, their own experiences, and develop their interpersonal skills. In this program, diversity will be defined as differences in human social identities in the broadest sense (diversity of religion, diversity of socioeconomic class, diversity of race, diversity of sex, diversity of sexual orientation, and more). This 400-level class is sponsored through the department of Africana Studies and grants internship credit to participating students.”</p>
University of Alabama Birmingham (AL)	Student Affairs	<p>Student Affairs Specialist II: “This position also coordinates the student diversity education efforts for the Student Multicultural and Diversity Programs (SMDP) office. These duties include, spearheading the annual SMDP Student Leadership and Social Justice Retreat, advising the offices peer-educator groups (Safe Zone & Diversity Peer Educators), supervising the Intern Coordinator of Social Justice Education, and training the offices peer facilitator groups.”</p>
University of Colorado Boulder (CO)	Division of Student Affairs	<p>Student Affairs Statement on Student Protest and Activism: “The Division of Student Affairs at CU Boulder holds that student activism plays an important role in students’ personal, academic, and leadership development. Through activism, students learn to advocate for their values and beliefs, values that are sometimes newly discovered through their studies and co-curricular endeavors at the university. Activism offers students an opportunity to contextualize and apply the academic study of pressing social issues and exercise their freedom of expression. Holding an organized, thoughtful demonstration also challenges students to hone a variety of leadership skills, such as diplomacy, responsibility, accountability, motivation, communication, and coalition-building, to name a few. Student activism, in short, can play a vital component in CU’s Flagship 2030 mission to provide a university environment that fosters global awareness and civic engagement.”</p>

University of Florida (FL)	Division of Student Affairs	Just Be...To Be Just : "Thank you so much for your interest in the all-day training, <i>Just Be...To Be Just: Diversity and Social Justice on College Campuses</i> occurring on November 15 from 8:30 a.m. to 4:30 p.m. Jonathan Poulard's visit is open to any staff/faculty in Student Affairs and will involve active participation, activities, and discussions to construct a vision for how the Division of Student Affairs can lead our campus community to a more just and equitable place. ... In preparation for the day, you are being asked to read this article, <i>Aspiring Social Justice Ally Identity Development</i> ."
University of Iowa (IA)	Student Life	Leadership & Service Programs, Charlotte Brown : "Charlotte Brown joined the Center for Student Involvement and Leadership staff in August 2016. She earned her M.Ed. in College Student Affairs Administration from the University of Georgia and B.S. in Business Administration from the University of Alabama. Throughout her work experiences, service, leadership, and social justice remain the common thread."
University of Kansas (KS)	Student Affairs	Strategic Plan, Goals : "Foster a culture that promotes social justice, inclusion, and equity through engagement and education. ... Provide opportunities for students and staff to increase their knowledge of social justice, inclusion, and equity. Number and types of opportunities (i.e. trainings, workshops, activities, etc.). Qualitative and quantitative evidence collected via post-opportunity assessments. Number and percentage of Student Affairs staff participating in two or more opportunities/activities addressing social justice, inclusion, and equity."
University of Massachusetts Amherst (MA)	Student Life	Student Life Overview : "Student Affairs and Campus Life are a nationally-recognized team of student affairs educators dedicated to excellence, innovation, and social justice."
University of Michigan (MI)	Student Life	Mission & Core Work : " Social Justice Education and Intercultural Development : We develop a deeper understanding of diversity, social identity and privilege as they relate to ourselves and others, and educate ourselves and students in order to create a more global, socially just and inclusive campus and world."
University of Montana (MT)	Student Affairs	LeadershipU : "Servant Leadership is a transformational leadership theory that focuses primarily on the growth and well-being of people and the communities to which they belong. Servant leadership is grounded in a philosophy and set of practices that enriches the lives of individuals, builds better organizations and social justice."

University of Nevada, Las Vegas (NV)	Division of Student Affairs	Advocacy : "In order to better advocate on behalf of our diverse community, it is imperative that members of Student Affairs increase their awareness of the many forms of intolerance. Each individual shares responsibility for challenging all forms of oppression. We institute policies and practices to provide a civil, welcoming environment for self-expression and safety."
University of New Mexico (NM)	Student Affairs	El Centro De La Raza : "El Centro de la Raza provides tools for self-determination and resiliency, supports the transformation of students through knowledge, skills and responsibility, and challenges self and systems to achieve social justice."
University of North Carolina Chapel Hill (NC)	Student Affairs	Student Affairs Diversity Award : "The Student Affairs Diversity Award recognizes a staff member, department, or group within Student Affairs who has demonstrated a commitment to diversity and inclusion within their department, Student Affairs, the University community. The recipient should be someone who has advocated for the inclusion of underrepresented groups, promotes social justice, and cultivates a respectful environment for students, staff, and faculty. ... 2014-15 Recipient: Tunnel of Oppression, Housing and Residential Education."
University of Pennsylvania (PA)	Office of Student Affairs	PennCORP : "PennCORP introduces students to the Philadelphia community through volunteer projects, interactive social justice workshops, and thoughtful dialogue and reflection about the social issues affecting the Philadelphia community. The program also exposes students to community engagement opportunities available to them as Penn students. PennCORP is organized by Civic House, a civic engagement center at Penn. PennCORP participants are students who are passionate about social justice issues, interested in understanding their new community, wish to engage in critical reflection about their motivations for doing community work and want to become part of a community committed to the common good. No specific experience is necessary to apply, although many PennCORP participants have been involved in service and social justice work in high school."
University of Washington (WA)	Academic and Student Affairs	Student Life Conference : "Sessions include ... Incorporating Social Justice Into Your Work."
University of Wisconsin Madison (WI)	Division of Student Life	Who We Are : "The division's efforts are grounded in the guiding principles of: scholarly pursuits, inclusivity, self-discovery, citizenship, and social justice."

Ursinus College (PA)

[Student Affairs](#)

[\[Home\]](#): "We value: Respect - Personal Responsibility - Communication - Service and Social Justice."

Vanderbilt University (TN)

[Office of Student Affairs](#)

[Talk About It Thursdays Series](#): "This is a lunch time professional development for colleagues looking to explore diversity, inclusion, social justice, and cultural competence and more. ... We will focus on the theory of Self-Authorship and advising students in developing a sense of identity, purpose, and internal foundations that make them more effective and productive citizens of our society. We will discuss how student affairs professionals can help them achieve this goal through the Learning Partnerships framework."

Washington State University (WA)

[Division of Student Affairs](#)

[Dr. Jaime Nolan, Associate Vice President for Community, Equity, and Inclusive Excellence](#): "At the heart of Nolan's work is a passion for education and finding common ground. Her efforts in the areas of diversity, equity, inclusion and social justice span 20 years and has encompassed mediation and conflict resolution, training programs, and recruitment/retention initiatives focused on faculty, students, and staff from underrepresented communities. ... On the WSU Pullman campus, Nolan oversees the Gender Identity/Expression Sexual Orientation and Resource Center, Women's Resource Center, Multicultural Student Services, Access Center, Elson S. Floyd Cultural Center and the Office of Equity and Diversity. Nolan also leads and coordinates WSU system-wide culture and climate efforts."

Whitman College (WA)

[Student Life](#)

[Whitman Events Board Learning Outcomes](#): "**Social Justice, Equity, & Inclusion.** Examine and articulate personal social identities, privileges, and biases. Recognize the importance of and actively seek contributions from others regardless of differing social identities. Generate programs that engage students around topics of social identity, equity, and inclusion, and which are welcoming to all students."

Chart 7: Offices of First Year Experience

Institution	Offices of First Year Experience	Sample Social Justice Programs, Activities, and Commitments
Arizona State University (AZ)	First-year Experience	<p>Discovery Seminars: “Speaking OUT: Pop Culture, Politics, and LGBTQ+ Youth ... David Boyles, Instructor- Department of English LGBTQ+ youth have greater visibility today than ever before but also face significant challenges. We will analyze and discuss pop culture focused on LGBTQ+ youth (ex. Steven Universe; Love, Simon; Hayley Kiyoko) and political controversies around issues such as bullying, conversion therapy, and sex education. Open to everyone. ... The Environment Strikes Back ... This seminar will investigate contemporary books and films which imagine the repercussions and traumas of climate change and environmental catastrophe. Interrogating works ranging from disaster films to narratives of environmental revenge, we will discuss how these works can spur action and reshape our ideas about the environment, humanity, and our potential futures. ”</p>
Barnard College (NY)	First Year Experience	<p>First Year Seminars: “Ethnicity & Social Transformation, Sustainability, Literature and Justice, Violence and Justice, Shapes and Shadows of Identity.”</p>
Brandeis University (MA)	Brandeis First-Year Experience	<p>Social Justice Preorientation: “Social justice is an integral part of the Brandeis community and an important part of the Brandeis experience. Do you have a passion for learning about other people’s experiences and how they differ from your own? Are you looking for a framework to be an advocate for social change? Come join many other bright, driven and socially aware new students on a journey of self-discovery. Through different activities led by Orientation Leaders, you will learn about yourself and your identity; evaluate your perspective on social issues through a dialogue with your peers, Brandeis staff and professors; and learn how to make effective change.”</p>
Brooklyn College, CUNY (NY)	First College Year	<p>Common Reading Selection Criteria: “Encourages tolerance and community: Intersection of social themes that a diverse New York City first-year population can relate to; Illustrates and cultivates discussion and activities dealing with the importance of diversity and tolerance.”</p>

<p>California State University Northridge (CA)</p>	<p>Academic First Year Experiences</p>	<p>Common Reading, <i>Becoming Nicole</i>, Book Discussion Group Notes: "April 5, 2018 - Facilitated by Matt Soto (Academic First Year Experiences; Residential Life) Matt guided us through a thorough discussion and was excited to use <i>Becoming Nicole</i> as a tool to talk about gender and social justice and also as an opportunity for incoming students to learn how to discuss these issues. By not speaking about these issues, we may do more harm than good. Matt gave some interesting examples for how to discuss the book with students. One way to get students to identify with Nicole is to ask them, "When have you felt ostracized?" Matt led the group through the "Privilege for Sale" activity (there is also a "Privilege for Sale 2.0"), in which participants acknowledge and investigate heterosexual and cis gender privilege. "If it's something you don't have to worry about, it's a privilege." The group discussed how sexual identity is different from gender identity. We also discussed gender pronouns, and how they are becoming a larger part of the culture. Matt suggested that calling anyone other than their (preferred) pronoun is an act of oppression. In addition, many choose not to use the word "preferred" with "pronoun" in this sense because it's not a preference - it is what you know to be true. He showed his own CSUN business card to show how you could even put your pronouns on there if you want. He introduced the group to the "Gender Unicorn" which is an update to the "Genderbread Person." The Gender Unicorn helps to distinguish between gender identity, gender expression, sex assigned at birth, who one is physically attracted to, and who one is emotionally attracted to."</p>
<p>Cornell University (NY)</p>	<p>New Student Programs</p>	<p>Job Advertisement, Director, Residential and New Student Programs, Qualifications: "A deep understanding of the educational value of a diverse community coupled with a demonstrated record of accomplishment advancing diversity and enhancing inclusiveness are required. ... Knowledge of student development theory, social justice, Title IX, Family Educational Rights and Privacy Act, the standards of due process, and student affairs trends in higher education is required."</p>
<p>Gonzaga University (WA)</p>	<p>First Year Experience Programs</p>	<p>About First Year Experience Programs: "Participants will be acquainted with mission, Jesuit Catholic values, cultivating an ethic of service and social justice that support their spiritual development."</p>

Hamline University (MN)	New Student Programs	<p>Pathways to Hamline: "The Multicultural Mosaic: This pathway seeks to educate and empower students on issues of diversity. Participants will explore race, gender, sexual orientation, and socio-economic class, while building key relationships with faculty and staff members and learning about university resources that will ensure their success at Hamline. Students interested in building a diverse community will especially benefit from this pathway. Do All the Good! Pathway: Join with student leaders and staff to experience what it means to serve and be the change in our communities. The focus will be on civic engagement in our Hamline-Midway neighborhood as well as across the Twin Cities. We will use the lenses of social justice, service and spirituality to learn about issues our communities face."</p>
Indiana University Bloomington (IN)	Office of First Year Experience Programs	<p>Welcome Week: "Tunnel of Oppression. The Tunnel of Oppression is an immersion experience that allows participants to witness oppression from a first-hand perspective. A tour guide will lead 10-15 person groups through various scenes inspired by real-life events and related to identity-based oppression. The tour will end with a 20 minute facilitated group dialogue to help process and unpack what participants saw, felt and heard as well as allow space for people to reflect upon themselves and ways they can be positive social change agents. The purpose of The Tunnel of Oppression is to acknowledge the Cycle of Socialization of Oppression in such a way that is poignant, thought-provoking, compelling, and solicits action-oriented behavior for the future."</p>
Kansas State University (KS)	K-State First	<p>K-State Book Network. 2018 Selection and Lecture: "The Hate U Give: Finding Your Activism and Turning the Personal into the Political: Angie Thomas will discuss this year's common book, <i>The Hate U Give</i>. Thomas's best-selling and award-winning novel tells the story of a 16-year-old girl named Starr Carter. Starr has grown up in an urban, poverty-stricken neighborhood and now attends a suburban prep school. After she witnesses a police officer shooting her unarmed friend, she must find a way to share the truth of her experience for her family, friends, community and herself."</p>
Lafayette College (PA)	Connected Communities	<p>Community Reading Events: "Advancing STEM Equity and Inclusion ... Figuring What's Hidden: How Algorithms (Help) Discriminate ... CODE: Debugging the Gender Gap."</p>

Lake Forest College (IL)	First-Year Studies Program	Course Descriptions: " Art and Activism in Chicago ... Art production and social activism have a long and intertwined history. This course will explore the efforts made by contemporary artists in the Chicago Area to parlay their creative practices while addressing working conditions, human rights, social justice, and equality. Topics related to the history of social activism in Chicago and the artists related to specific movements will be discussed in a seminar style setting. Research will be part of this course through the study of currents in the arts and the artists seeking ways to raise awareness. From Haymarket Square to the present, we will cover how and when art inserts itself in social activism in Chicago and beyond."
Merrimack College (MA)	First-Year Experience	Intercultural Speaker : "Students will attend a session that aims to raise intercultural awareness and celebrates diversity."
Miami University of Ohio (OH)	Orientation & Transition Programs	Summer Reading Program, Reading Guide Materials : " <i>White Privilege II ... A Herstory of the BLM Movement</i> ."
Northwestern University (IL)	First-Year Experience	Pre-Orientation Programs : " Alternative Student Breaks (ASB-POP) Explore social justice through service-learning experience across the midwest."
Occidental College (CA)	New Students	Orientation, Arts, Culture & Social Justice Tour : "Learn more about the arts, culture, and history of communities in Northeast Los Angeles through a social justice lens by visiting local organizations & historic murals."
Ohio Wesleyan University (OH)	New Students	Service Camp : "You and your small group will spend time working on projects involving the environment, learning about food justice issues, and serving the homeless population in Columbus."
Pacific University (OR)	First-Year Experience	Summer Reading : " Fall 2018 Reading This year's book, <i>Between the World and Me</i> , by Ta-Nehisi Coates, was chosen as a starting point for dialogues on race and social injustices in America."
San Francisco State University (CA)	First-Year Experience	First-Year Experience: Area E Course Expectations & Student Learning Outcomes : " Persuasion, Participation, Lifelong Learning, and Self-Development: First-Year Experience Opportunities to discuss social justice, equity, and inclusion valued at SF State as it relates to their own histories, experiences, and goals."

University of Florida (FL)	Transitions	First Year Florida, Course Syllabus : “Sept. 6 – Your Identity & Diversity ... Awareness and respect of diversity ... Diversity Assignment (Inclusiveness).”
University of Kansas (KS)	Office of First-Year Experience	Jayhawk Jumpstart : “This program, required for all new KU students, focuses on individual and community wellbeing. Students participate in important conversations about social justice, personal safety and community expectations, and health and wellness.”
University of Massachusetts Amherst (MA)	New Students Orientation	#40Days of UMass: Day 28 : “There are many ways to get involved with campus and national activism on a wide variety of issues through advocacy groups on campus. MassPIRG offers non-partisan trainings in public speaking, community outreach, and advocacy. Students planning demonstrations should review guidelines and policies and consult with Student Activities and Involvement staff and/or the Student Legal Services Office to ensure awareness of protected rights, UMass Amherst policies, and the availability of campus resources.”
University of New Mexico (NM)	First-Year Experience	First Year Learning Communities: ‘608 - Social Justice Lawyering - ARSC 198 & POLS 110 ... This course will provide students with the necessary tools to pursue social justice legal advocacy work as they are beginning their college and professional careers. Students will develop an understanding of how to leverage their education and passions to affect change in the larger community. The Course will discuss the scope and definition of social justice advocacy. Students will examine the various settings in which social justice advocacy occurs, particularly in terms of introducing students to professionals in the field. Students will be given exceptional access to UNM School of Law and New Mexico’s leading social justice advocates. Throughout the course students will examine the advantages, limitations, and skills required for different legal strategies including litigation, lobbying, public education, public relations, community organizing, and community economic development.”

<p>University of Washington (WA)</p>	<p>First Year Programs</p>	<p>Diversity and Inclusion: “Diversity and inclusion are guiding philosophies of First Year Programs. It is important that all students feel welcome at the UW and that their individual identities are recognized and respected. Here are a few ways we aim to create an inclusive community. ... We honor the people on whose land we’re guests as a protocol for being in this area. ... “The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, and Muckleshoot nations.” ... Another way to do this is to use correct pronouns when referring to others. Making an assumption and incorrectly using others’ pronouns can make them feel disrespected or unsafe, especially to members of our community who are trans*. ... We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel respected and safe. Being an ally is about behavior, not just intention.”</p>
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<p>University of Wisconsin Madison (WI)</p>	<p>Center for First-Year Experience</p>	<p>Inclusion Education: “The goal of inclusion education is to raise awareness of the diversity within our student population, and to encourage an open and respectful environment in which students are free to share their experiences and identities. Inclusion education is the engine behind the Our Wisconsin program, which provides a three-hour workshop on diversity and inclusion to each first-year student living in the university residence halls.”</p>
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<p>Ursinus College (PA)</p>	<p>First-Year Experience</p>	<p>Common Intellectual Experience, Testimony: “CIE was a catalyst for intellectual discussion of complex topics such as racism and gender equality virtually everywhere. My friends and I would end up discussing some readings while relaxing in our dorms and eating in Wismer. Since every student at Ursinus has taken CIE, it’s a universal topic for almost every student, but is especially key in uniting other first year students. ... CIE challenged my view on racism. I had always understood that racism was a pervasive issue in contemporary society, but reading Michelle Alexander’s <i>The New Jim Crow</i> really helped change my perspective and understand the gravity of the issue as well as measures I can take to prevent racism in my daily life.”</p>
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<p>Washington State University (WA)</p>	<p>First Year Experience</p>	<p>Common Reading Program, Two Year Theme, 2015-2017: “The books nominated for the 2015-16 year needed to reflect “social justice and leadership.” Following a theme would allow students and professors to go into greater depth and think broadly about big issues. The theme would last two years.”</p>
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Whitman College (WA)

[New Student Orientation](#)

[Orientation, Fall 2018: "PRIVILEGE, IDENTITY & EQUITY - RACE ...](#) The staff of the Intercultural Center (IC) and Residence Life will talk about creating a community culture at Whitman that embraces and respects the intersections of multiple identities and developing a common language to talk about issues related to race, privilege, and difference. Through small group discussions we will develop an initial understanding of how identities are created and established, and the impact of interactions based on identities."

Chart 8: Offices of Community Engagement

Institution	Office of Community Engagement	Sample Social Justice Programs, Activities, and Commitments
Arizona State University (AZ)	Community Engagement Programs	What is service-learning? "Service-learning benefits students by ... Raising awareness of social justice issues."
Barnard College (NY)	New York City Civic Engagement Program	Action Academy : "Are you passionate about social justice and ready to act, but don't know where to start? The Action Academy is a 8-week training series running from March through April that will teach a select group of Barnard College students the necessary tools to meaningfully engage in community organizing and social activism. You will walk away from every session with a new skill like grant-writing, leading a teach-in, speech-giving, etc. Each training session will feature hands-on learning, led by staff, students, alumnae, and other professional experts. The New York City Civic Engagement Program (NYCCEP) wants to give motivated student leaders like you the tools they need to make positive change and work for justice on and off our campus. This training series is the perfect opportunity to put your thoughts into action and acquire the essential skills for making an impact in the communities that need it most. You will walk away from the Action Academy with a "social justice toolkit" that will serve as a foundation for all your work in the future."
Barnard College (NY)	Community Engagement	Barnard Bold Awards : "Bold Award for Coalition Building; Bold Award for Dedication to Intersectional Feminism; Bold Award for Scholar Activism; Bold Award for Dedication to Community Care + Uplift; Bold Award for Visionary + Radical Leadership."
Berea College (KY)	Center for Excellence in Learning through Service	Learning Through Service : "Berea College created the Center for Excellence in Learning through Service (CELTS) to educate students for leadership in service and social justice."

Brandeis University (MA)	Department of Community Service	Commitment to Service Award : “The program will encourage students to track their volunteer hours, adding many benefits to the community and university, while offering an opportunity to celebrate our student’s commitment to social justice and service deepening the roots of their journeys beyond Brandeis. ... All service hours submitted for this program must fall within the umbrella of the Brandeis University Mission and Diversity Statements. In particular hours must support the values of inclusivity, civility, diversity, respect, and safety.”
Brooklyn College, CUNY (NY)	Civic Engagement & Social Responsibility	Co-Curricular Transcript : “The co-curricular transcript (CCT) is designed to help you document your engagement in co-curricular activities, such as leadership development, and diversity and multicultural activities, as well as your volunteer and community involvement.”
Cabrini University (PA)	Service-Learning	“The Wolfington Center is in charge of the service-learning component of Cabrini’s unique educational experience. ... The Wolfington Center at Cabrini focuses on social-justice issues.”
California State University Northridge (CA)	Office of Community Engagement	JusticeCorps : “The JusticeCorps internship opportunity is offered by AmeriCorps and is for students interested in law, social justice, and community empowerment.”

<p>Cornell University (NY)</p>	<p>Engaged Cornell</p>	<p>Engaged Opportunity Grants: “Community Intersectionality Advocates ... Developing self-reflective skills and a global view to advance multiculturalism and social justice within the Cornell community. ... Community Intersectionality Advocates, or CIAs, are role models and leaders trained to encourage dialogue among students, discuss on-campus resources and work toward creating truly inclusive communities. By connecting with their peers through discussion and community development, CIAs assume an active role in the advancement of multiculturalism and social justice at Cornell. With this grant, CIA student leaders attend a conference, organized by the Institute for the Study and Promotion of Race and Culture, to reflect on their cultural identities as well as learn how society shapes the identities of others. This knowledge empowers CIA students to spread this deeper awareness across Cornell. They develop campus-wide initiatives to build safe peer-to-peer discussions around intersectionality and advocacy. They also create and facilitate diversity programming for first-year and transfer students’ winter orientation.”</p>
<p>Davidson College (NC)</p>	<p>The Center for Civic Engagement</p>	<p>Civic Engagement Council: “PLANNED PARENTHOOD GENERATION ACTION Planned Parenthood Generation Action (PPGenAction) is a movement of young people across identities and issues that organizes with, by, and for their generation in order to achieve reproductive freedom. To ensure that young people’s lives are at the center of our movement, our key priorities are: inclusivity, fighting abortion stigma, trans inclusion, elections, and movement and power building. Davidson’s PPGA works to promote these ideals throughout campus to encourage a more empowered, healthy and inclusive campus.”</p>
<p>DePaul University (IL)</p>	<p>Community Service</p>	<p>Political Activist VIA Engagement (PAVE): “PAVE coordinators will support the DePaul political/activist organizations by building relationships with these organizations’ members. PAVE coordinators will meet with these organizations regularly to engage in reflection and resource sharing. Each quarter PAVE hosts a Roundtable Dinner to create a safe space where the organization members can express their personal successes, challenges and concerns openly and honestly. Weekly, PAVE coordinators will come together to share their experiences and reflect on their justice work through the VIA model. Ultimately, PAVE coordinators’ strive to dedicate themselves to spiritual growth, service, justice, and community building.”</p>

Evergreen State College (WA)	Civic Engagement Institute	<p><u>Stories:</u> "I came to Evergreen with a strong interest in social justice and community building, and while I was certain that energy would find an outlet here, ESCEI showed me how to channel it. ... Learning about the community based activism organizations on and off campus are the perfect introduction to getting involved and civically engaged in the Olympia area."</p>
Evergreen State College (WA)	Center for Community-Based Learning and Action	<p><u>Principles:</u> "We believe in learning collaboratively within the community, supporting civic engagement, and promoting a better understanding of social justice issues for all involved."</p>
George Mason University (VA)	Service Learning or Community Based Learning (CBL)	<p><u>Alternative Break:</u> "Through exploration and immersion into the social issue long before the trip starts, students are able to interrogate the root causes of social issues in a way that allows them to engage compassionately and think critically. Upon their return, students are encouraged to engage in their own communities through informed, meaningful action. We offer over six programs focused on social justice issues as diverse as ecosystem restoration to indigenous rights, homelessness and housing insecurity, public health, education, and more. Alternative Breaks are yearlong commitments. Orientation, reorientation, fundraising and activism projects take place during the school year while direct engagement takes place over spring break in a variety of locations from Guatemala, New Jersey, DC, Florida, and more."</p>
Gonzaga University (WA)	Community Engagement & Service	<p><u>Principles:</u> "Social Justice We seek to reverse systemic injustices in our world. In addition to providing short-term solutions to immediate problems, we challenge ourselves to become active agents of long-term social change."</p>
Indiana University Bloomington (IN)	Political and Civic Engagement	<p><u>Courageous Connections:</u> "PACE is pleased to co-sponsor Courageous Connections, a project designed to create meaningful dialogue for communities through an exploration of shared humanity despite cultural, social, and political differences ... The centerpiece of the weekend is the two-day Relational-Cultural Theory Summit, which begins with the lecture, "Power Redefined: Disruptive Empathy as a Tool for Liberation," ... The summit will continue in the same location on Saturday, August 11 from 9 a.m. - 5 p.m. with a workshop designed to take an in-depth approach to such issues as generational differences in social justice advocacy, civility and the politics of respectability, and the opioid crisis."</p>

Kansas State University (KS)	Center for Engagement and Community Development	<p>Engagement Incentives Grants, 2018: “Student Intercultural Development Campus-Community Engagement Pilot Project we will engage the campus and community through the integration of (1) public dialogue-based events, (2) leadership training and educational programs, and (3) crossdisciplinary curricular approaches, including service-learning and community-engaged scholarship. The Intercultural Development Inventory (IDI), a validated psychometric tool developed from the Developmental Model of Intercultural Sensitivity (Bennett) already being used across campus with hundreds of administrators, faculty and staff, would be a key learning tool supporting these efforts to launch an intercultural learning student engagement initiative over the next two years. Through these approaches we will build up a foundation of change agents or “Intercultural ambassadors, advocates, and mentors” within our community to create sustainability for an intercultural student initiative that will be housed out of the Division of Student Life, Diversity and Multicultural Student Affairs beginning in the summer of 2018.”</p>
Lafayette College (PA)	The Landis Center for Community Engagement	<p>About the Landis Center: “Create opportunities with the community for social justice. ... Promote equity in organizations, structures, programs, relationships, and processes.”</p>
Marquette University (WI)	Service Learning Program	<p>Missions, Goals, and Objectives: “Undergraduate Co-Curricular Learning Outcomes After completion of course-based Service Learning (placement model), the student is able to: 1) Appreciate people from diverse backgrounds. 2) Exhibit a commitment to social justice.”</p>
Merrimack College (MA)	Stevens Service Learning Center	<p>An Example of Service Learning: “A student in an operations management course and a student in a social justice course might both opt to tutor kids at the same boys and girls club. The management student can discuss the efficiency of the boys and girls program in class, while the social justice student can reflect on public policy issues.”</p>

Miami University of Ohio
(OH)

[Office of Community Engagement and Service](#)

[EMPOWER](#): “EMPOWER is a nine-week program intended for Miami University students who are interested in expanding their understanding of social issues and their impact on communities. EMPOWER is a rewarding and intensive program that combines service, education, and critical personal investigation to foster social awareness, build community, and create a deeper understanding of diversity. Students in the Urban Teaching Cohort and Social Justice Studies Program will specifically explore the connection between economic and educational injustices. ... This experience is based on the principles of Service-Learning, and as such, uses a critical pedagogy approach. Critical pedagogy is an approach to teaching and learning that aims to raise learners’ critical consciousness regarding oppressive social conditions.”

Northwestern University
(IL)

[Leadership Development & Community Engagement](#)

[Social Justice Advocacy Training](#): “By the end of the training, participants will be able to:

- Articulate the dynamics of political power, how to change those dynamics, and determine how and where to engage in policy change for social justice
- Identify and analyze problems
- Use tools and processes for contextual and problem analysis
- Apply research, planning, and organizing strategies to engage and empower citizens and grassroots groups
- Apply different influence and engagement strategies and activities used in advocacy, and understand which strategies work best and when
- Apply the basics of communication and persuasion for advocacy.”

Occidental College (CA)

[Office of Community Engagement](#)

[Mission](#): “The Office of Community Engagement (OCE) provides students with opportunities to enact Occidental’s values through community-based service and learning collaborations with organizations in Los Angeles and beyond. We work with all members of the Occidental community in challenging students to connect their on campus learning experiences with meaningful and reciprocal off campus experiences on issues of social concern. In doing so, the OCE seeks to support students’ development as responsible members of communities and endeavors to achieve a more just, livable, and democratic society, a strong commitment to diversity, and a commitment to enacting a life devoted to public good and social justice.”

Ohio Wesleyan University (OH)	Community Service Learning	Social Justice Calendar : "The department of Sociology/Anthropology and the office of Community Service Learning are excited to bring together the campus and community in addressing social justice issues. By helping communicate events led by faculty, staff, students, civic leaders, local residents, and organizations, we hope to promote deeper engagement and activism in all forms of life. If you are a member of the community, student, faculty member, or just an eager activist with an event that helps to build community, address social justice issues, or promote service and activism, then email us at socialjustice@owu.edu . We thank you for fighting for a better world."
Pacific University (OR)	Center for Civic Engagement	Civic Action Opportunity : "Activists are planning a 7-day pilgrimage from Sheridan to NORCOR in protest to end current detention and deportation policies. People will be walking and caravan-ing and holding action/events along the way."
Pomona College (CA)	Draper Center for Community Partnerships	ENGAGE : "ENGAGE builds partnerships with student organizations at The Claremont Colleges to be a bridge to meaningful community engagement opportunities. We aim to encourage critical reflection on why the social justice issues and non-profit organizations we work with exist. These efforts will be a source for innovation and new partnerships in community engagement. Ultimately, we aspire to increase the presence of the Draper Center at The Claremont Colleges and provide a support system for student organizations and activism."
San Francisco State University (CA)	Institute for Civic and Community Engagement	What is community service-learning (CSL)? : "Service learning is a high impact learning practice that takes you beyond our campus and into Bay Area communities in partnership with community-based organizations and city agencies. It is also a way to strengthen your understanding of social justice, explore the root causes of social problems, and examine your personal values and beliefs."

<p>Southern Oregon University (OR)</p>	<p>Civic Engagement Program</p>	<p>AmeriCorps VISTA Project: “The SOU Civic Engagement Program hosts an AmeriCorps VISTA (Volunteers in Service to America) “Campus and Community Engagement Specialist” through a partnership with Campus Compact of Oregon. The Campus and Community Engagement Specialist works to increase students’ educational success by improving SOU’s civic engagement activities and practices, and building capacity to reduce barriers to campus and community engagement. The VISTA member will be conducting needs assessments, researching best practices, and developing goals and recommendations for program improvements. In addition, the VISTA plans and implement high-quality volunteer projects to engage the SOU community in anti-poverty community service, and coordinates trainings and events to educate students around equity and social justice topics.”</p>
<p>University of Alabama Birmingham (AL)</p>	<p>Civic Engagement</p>	<p>Birmingham 101: “The aim of the Birmingham 101 series is to broaden students’ experiences of Birmingham’s diverse neighborhoods by using the local high schools as a focal point, with the reason being that in the urban context the makeup of the school mirrors that of the neighborhood. The program also seeks to deepen students’ knowledge of the social justice issues that impact Birmingham communities.”</p>
<p>University of Colorado Boulder (CO)</p>	<p>CU Engage</p>	<p>Just Transition Collaborative: “The Just Transition Collaborative (JTC) at the University of Colorado Boulder engages in community partnerships to advance social and environmental justice in the transition from fossil fuels to a renewable-based economy and in response to climate change. We work to support leadership of underrepresented groups to foster more equitable energy, climate and employment practices and policies, and to produce community-relevant research.”</p>
<p>University of Florida (FL)</p>	<p>The David and Wanda Brown Center for Leadership & Service</p>	<p>Presidential Service Awards: “The Presidential Service Award recognizes undergraduate and graduate students who dedicate themselves to promoting social justice, community awareness, and civic engagement on campus and in the community.”</p>

University of Iowa (IA)	Outreach & Engagement at Iowa	Talk About Just Living : “In the spring of 2016, the University of Iowa (UI) Libraries is collaborating with University of Iowa Office of Outreach and Engagement and the Office of Teaching, Learning, and Technology to produce a campus-wide video project called Talk About Just Living. This project is part of the Just Living Theme Semester, which focuses on issues of social justice.”
University of Kansas (KS)	Center for Service Learning	Service Opportunities, Alternative Breaks : “Alternative Breaks sends groups of KU students on local, national or international service trips that cultivate lifelong socially active and globally conscious leaders through direct service, education, diversity, reflection, and investigation of social justice issues.”
University of Massachusetts Amherst (MA)	Civic Engagement & Service-Learning	Community Scholars Program : “The Community Scholars Program (CSP) is a two-year academic civic engagement and leadership program that works in collaboration with community organizations to advocate for a more just world. Working with community groups throughout western Massachusetts, CSP students develop meaningful social change projects in response to critical challenges and explore possibilities for equitable civic and democratic engagement. ... Outcomes: Demonstrate the ability to translate thought into action through meaningful social change projects that engage policy, legislation, political mobilization, grassroots organizing, action research, and/or advocacy ... Build a classroom learning community in which enhanced critical-thinking skills are developed to better engage systems of power, privilege, and oppression.”
University of Michigan (MI)	Edward Ginsberg Center	Mission : “Our mission is to cultivate and steward equitable partnerships between communities and the University of Michigan in order to advance social change for the public good. Based upon this mission, our vision is for inclusive democracy; thriving, diverse communities; and equity and social justice. ... We are committed to: Empowering students to engage in positive change through social justice education, leadership development, and meaningful service experiences with community.”

<p>University of Minnesota (MN)</p>	<p>Community Service-Learning Center</p>	<p>HECUA Programs: “Semester HECUA Programs: Art for Social Change: Intersections of Art, Identity, and Advocacy (formerly City Arts); Environmental Sustainability: Science, Public Policy, and Community Action; Inequality in America: Policy, Community, and the Politics of Empowerment (formerly the Metro Urban Studies Term/MUST); Making Media, Making Change: Digital Technologies, Storytelling, and Activism.”</p>
<p>University of Missouri (MO)</p>	<p>Office of Service-Learning Center</p>	<p>MU Community Engagement Project: “Sponsored by the MU Office of Service-Learning, this course encourages a lifetime of leadership and public service in undergraduates of all majors and disciplines. It is a required course for both the Minor in Leadership and Public Service as well as the Peace Corps Prep program. This course offers students the opportunity to engage in academically based community service while learning about issues of social justice, civic engagement, the ethics of service and the policy framework connected to social issues. Students select one of two labs: Public Health or Youth: Mentoring, Literacy, and Early Childhood. Students attend lecture twice a week and lab once a week while serving in the community. Students serve 3-5 hours per week at a local service site, focusing on youth development, public health, or community development/social justice.”</p>
<p>University of Nevada, Las Vegas (NV)</p>	<p>Student Engagement and Diversity, Service Learning & Leadership</p>	<p>[About:] “Student Engagement & Diversity provides educational endeavors, resources, and involvement opportunities guided by our commitment to social justice, community building, diversity, civic engagement, leadership, and a global perspective enacted through a holistic learning environment that engages students, faculty, staff, and community members.”</p>
<p>University of North Carolina Chapel Hill (NC)</p>	<p>Carolina Center for Public Service</p>	<p>Apples Service Learning, Service Learning Initiative: “SLI: Launch (Aug. 15-17, 2018) takes place at the beginning of fall semester and is open to new Carolina students. Each year, over three days in the week before classes start, participants learn about and work with APPLES community partners, become more aware of local social justice issues, form lasting friendships with other engaged students and are introduced to reflection as a tool for making meaning out of service experiences.”</p>

<p>University of Pennsylvania (PA)</p>	<p>Barbara and Edward Netter Center for Community Partnerships</p>	<p>Anchor Institution Strategy: “The AITF [Anchor Institutions Task Force], which has grown to include approximately 700 individual members, is guided by the core values of collaboration and partnership, equity and social justice, democracy and democratic practice, and commitment to place and community.”</p>
<p>University of Washington (WA)</p>	<p>Center for Communication and Civic Engagement</p>	<p>UW Sustainability Action Network: “According to the UW-SAN team, “the rich diversity of UW activism around issues of sustainability, environmentalism, democracy, and the economy” means that there is a multitude of opportunities to interact with the student population at large on a deeper, more interconnected level. As stated in the original grant application, there are over 50 sustainability-focused groups and over 50 social justice-focused groups currently at UW. The intent of UW-SAN will be to bring together the traditionally siloed spheres of environment, economy and democracy to broaden the understanding of sustainability.”</p>
<p>University of Wisconsin Madison (WI)</p>	<p>Morgridge Center for Public Service</p>	<p>Community Based Research: “Community-based research (CBR) can go by many names, including community-based participatory research, action research, participatory action research, and community-engaged research. At its core, community-based research is that which is conducted in collaboration with community members to address a community-identified question, with the goal of producing knowledge and social action, change, and/or justice. ... Community-Based research can be applied in a wide variety of disciplines, and is especially appropriate for: Researchers who have a social justice orientation.”</p>
<p>Ursinus College (PA)</p>	<p>Ursinus Center for Advocacy, Responsibility and Engagement (UCARE)</p>	<p>Debating for Democracy: “Are you passionate about political and social issues and want to make a difference? Learn to have an impact on pressing public policy issues, such as: Immigration Reform; Racial and Gender Equality; Criminal Justice Reform; Education Reform; Climate Change; Health Care; Human Rights; Social Justice. Debating for Democracy (D4D) is a Project Pericles initiative. D4D on the Road is a high energy workshop for novices and seasoned activists alike. Learn to take control of your message through a set of Framing Fundamentals. Craft compelling messages and avoid common pitfalls. These tools will allow you to increase public understanding of your issue and build support for social change.”</p>

<p>Vanderbilt University (TN)</p>	<p>Office of Active Citizenship and Service</p>	<p>Mission: “The Office of Active Citizenship and Service (OACS) exists to connect students with opportunities to engage with and learn from communities through meaningful service, capacity-building, and civic participation locally, nationally, and globally. Utilizing frameworks of social justice education, critical service-learning, and human-centered design, OACS facilitates an educational experience that prepares students to identify and confront systems of oppression and to work alongside communities to establish creative, just, and lasting social change.”</p>
<p>Washington State University (WA)</p>	<p>Center for Civic Engagement</p>	<p>The Social Change Model of Leadership: “Leadership is a process, not a position. Through the Social Change Model of Leadership (SCM), leadership rests on the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service. The CCE uses the SCM as a lens with which to understand community engagement and change.”</p>
<p>Whitman College (WA)</p>	<p>Student Engagement Center</p>	<p>RADLab: “With guidance from a Seattle-based tech start-up called PopUpJustice, student participants will bring to light often-ignored or forgotten stories of the non-urban part of Washington state. ... PopUpJustice seeks creative projects across the private, governmental, and nonprofit sectors at the intersection of technology, social justice, the arts, and pop culture. Founded by Aurora Martin, PopUpJustice offers the following services: Consultation and project management on projects relating to technology, equity and cultural competency audits, strategic planning, organizational and community development, trainings, workshops ... Social justice policy research and analysis.”</p>

Chart 9: Offices of Social Justice

Institution	Office of Social Justice	Sample Social Justice Programs, Activities, and Commitments
Arizona State University (AZ)	Changemaker Central	<p>"Passionate about social justice? Interested in making a difference through service? Have an innovative solution for a global challenge? Changemaker Central @ ASU is a community of like-minded students that are leading social change in our local and global community. With Changemaker spaces and programs on all four ASU campuses, our student team is prepared to help you navigate the many ways you can get make a difference at ASU."</p>
Barnard College (NY)	Social Justice Education	<p>Barnard BLUE: BLUE Summit: "This off-campus, weekend summit embodies a holistic approach to leadership, exploring how our multiple identities and experiences shape our development as leaders. It is open to all Barnard students and helps foster a sense of community by focusing on personal growth, identity exploration, and building meaningful connections with others. ... These activities will focus on identity exploration, intersectionality, personal growth and development, leadership skills, and ways to positively impact the Barnard community. Past retreats have included topics such as: exploring the Barnard student identity, developing a web of support as a leader, and a seminar which explores body image and self- esteem."</p>
Barnard College (NY)	Social Justice Institute	<p>CeCe McDonald, Activist in Residence: "CeCe McDonald is an artist and activist committed to dismantling the prison industrial complex (PIC) and winning the liberation of all oppressed people. As a Black trans woman, and a survivor of white supremacist and transphobic violence and the PIC, these issues are core to CeCe's personal and political life. ... As an Activist-in-Residence, CeCe will continue her critical work building abolitionist analysis with other activists and community members to dismantle the prison industrial complex; support transformative justice models and other responses to harm that do not rely on incarceration or the criminal legal system; and build up community support and power for trans women, particularly trans women of color, in cultural, activist, and community projects."</p>
Brandeis University (MA)	DEIS Impact	<p>"deis IMPACT! is Brandeis University's Festival of Social Justice. This week-long program-of-events empowers faculty, staff, students, academic departments, student affairs offices, clubs and organizations, and the community to sponsor programming opportunities connected to important social justice themes. Our theme for 2019 is: What is Social Justice?: Consciously Exploring Oppression, Power, and Privilege in our Communities."</p>

Brandeis University (MA)	Louis D. Brandeis Legacy Fund for Social Justice	<p><u>Internships:</u> "The Louis D. Brandeis Legacy Fund for Social Justice WOW Fellowship is a prestigious grant of \$4,000 that supports undergraduates participating in unpaid, full-time summer internships at organizations whose mission addresses issues of social justice. The program, which supports 30 students a year, was established in 2008."</p>
Cabrini University (PA)	Wolfington Center	<p>"The Wolfington Center promotes Cabrini's Justice Matters core curriculum and supports students, faculty, staff, and administrators in their engagement with social justice. ... Resources provided by the Wolfington Center enable faculty to network more effectively with community partners and expand their grasp of Catholic social teaching and service-learning pedagogy."</p>
Hamline University (MN)	Wesley Center for Spirituality, Service and Social Justice	<p><u>Signature Programs:</u> "Catalyst Alternative Spring Break Trips Each year, one or more of the Catalyst Alternative Spring Break trips has a religious or spiritual focus. Catalyst uses direct service to investigate questions of social justice and community. ... Mahle Lecture in Progressive Christian Thought Each year a progressive religious scholar is invited to campus for several days of speaking and teaching in our community, so that we have the chance to interact with the scholar in a personal way."</p>
Lafayette College (PA)	Kaleidoscope: Social Justice Peer Educators	<p>"Kaleidoscope is an organization that encourages Lafayette students to take an active role in promoting intercultural exchange and exploring issues of multiculturalism, equity, and social justice. The program challenges social justice student educators and participants to think critically about their communities."</p>

Roosevelt University (IL)

[Mansfield Institute for Social Justice and Transformation](#)

[Hopmayer Scholar Activist Training Workshop](#): “This workshop is designed to teach RU faculty and students how to engage in a form of activism that is steeped in scholarly research. MISJT has collaborated with The Grassroots Collaborative (GC) to design the fall 2012 Scholar Activist Workshop. The GC is a leader in Chicago and more broadly in Illinois, for a brand of activism that educates and empowers community members to organize for policy and cultural change positively affecting the lives of members in the neighborhoods they serve. The GC director, Amisha Patel, will facilitate the Workshop. The workshop will be open to all Roosevelt students and will be mandatory for students who are awarded with the MISJT Scholar Activist Fellowship. In collaboration with GC we have created a plan to place students in internships following the workshop as a way to ensure that the students apply and develop skills and insights learned in the workshop while sharing their skills with various organizations. The Hopmayer Scholar Activist Training workshop internship placements will include seven different GC organizations: Action Now, American Friends Service Committee; Enlace Chicago; Bickerdike Redevelopment Corporation; Chicago Coalition for the Homeless; Chicago Teachers Union; SEIU; Southsiders Organized for Unity and Liberation.”

Southern Connecticut State University (CT)

[Social Justice Month](#)

[Schedule](#): “Social Justice through Literature: Stories of Disruption, Resistance, and New Possibilities ... ‘Passages’ Refugee Simulation ... Racial Justice Film Festival ... My Label Does Not Define Me ... Diversity Cupcakes ... All in the Family: Family-Focused Interventions Supporting Transgender and Nonbinary Youth ... Jen Sarja: Why Teachers Must Be Activists ... Nonprofit Networking Event ... Games of Social (In)Justice ... Social Entrepreneurship: An Answer for Social Justice ... Health Equity & New Haven ... Expressions of Social Justice Talent Show ... Workshop on Culture and Identities ... Social Justice Retreat ... Transgender Day of Remembrance Poster Program ... From Bad Bunny to Cakes Da Killa: Deconstructing Masculinity in a Global Society ... Learn About Immigrant Rights Organizations in CT ... Environmental Social Justice ... Fridays with SAGE: Cisgender Privilege ... Diversity Painting ... Creating Inclusive Environments ... Diversity Dialogues ... ‘Ya Think I’m Loca?’: Mental Health and People of Color ... David Hogg: Parkland Survivor, Co-founder of March for Our Lives ... Social Justice Zinemaking Workshop”

Southern Oregon University (OR)

[Social Justice & Service](#)

"The Social Justice & Service team is situated within Student Life at Southern Oregon University. Our team of Resource Center professional and student staff members provide justice and social change-related education, inclusive trainings, programs, initiatives, and outreach for our campus. We offer an array of student and campus community focused programs and activities that encourage engagement and enhance the understanding and appreciation of our environment, gender identities and expressions, sexual orientation, race, ethnicity, re-entry, and veteran statuses."

University of Nevada, Las Vegas (NV)

[Center for Social Justice](#)

"Operated and managed by Student Diversity & Social Justice, the UNLV Center for Social Justice (CSJ) aims to serve as a resource for students to unite around, educate about, and advocate against social injustices that affect our campus, local, national, and global communities. The CSJ promotes the empowerment and collaboration of all individuals through creating an awareness, community space, and providing support in order to take action and transform lives in the realm of diversity, multiculturalism, and social justice."

University of New Mexico (NM)

[Institute for the Study of "Race" and Social Justice](#)

[Trans-Disciplinary Guidelines For Researching "Race"](#):

"As scholars committed to teaching, research and service that promote social justice, we ground our work in the fundamental assumption that social hierarchies based on race impact U.S. society at all levels and in multi-faceted ways. We view race as a social construction that has for centuries shaped our society and continues to do so today, and therefore we do not consider races to be genetically homogenous populations (see also, AAPA, 1996; AAA, 1998; ASA, 2003; APA, 2002). We place "race" in quotes to underscore its nature as a socially constructed category of social status in particular historical contexts, rather than as a reified category that is essential or fixed. Given persistent racism as shown by a wide range of indicators of racial inequality and the continuing role of race as a fundamental organizing principle in American society, we believe that we have a professional and an ethical imperative to engage in research that both advances scientific knowledge and contributes to social justice. ... We believe it is necessary to recognize racial categories as they have been and are used, processes of racialization, and racism in order to analyze and understand historic and persistent inequalities and the dynamics of contemporary racism."

Vanderbilt University (TN)

[Social Justice and Identity](#)

"Led by Associate Dean Frank Dobson, the Office of Social Justice and Identity (SJI) will offer events, activities and trainings that both celebrate diversity and serve to educate Vanderbilt students on pertinent issues of social justice, identity and advocacy."

Chart 10: Offices of Sustainability

Institution	Office of Sustainability	Sample Social Justice Programs, Activities, and Commitments
Arizona State University (AZ)	Julie Ann Wrigley Global Institute of Sustainability	What is Sustainability? "Sustainability Is... Improving ecological integrity, human well-being, and social justice for present and future generations is the grand challenge of sustainability."
Barnard College (NY)	Sustainability	Divestment : "In March 2017, the Task Force recommended, and the Board agreed, that the College divest its endowment from fossil fuel companies that "deny climate science or who otherwise seek to thwart efforts to mitigate the impacts of climate change." ... By divesting holdings in companies that question settled science, Barnard is aligning its investments with its academic and scientific values. In doing so, the College is seeking to create incentives for companies to embrace the scientific consensus and become more accountable for the impact of their decisions on climate change. Barnard is the first college to take the unique and innovative approach of divesting from companies that question climate science, reinforcing its historical leadership role in environmental science research and education around climate issues."
Belmont University (TN)	Conservation & Sustainability	Sustainability Week 2018: "March for Science & Climate ... On Saturday April 22nd, people all around the world will march to promote and make visible our support for science, science funding and education, and the use of science to inform government policy. We in Nashville have partnered with the Climate March to combine the two events. We are excited to welcome them to our movement! ... Scientific research funding is being cut like never before. Government agencies like the EPA and National Parks are being muzzled to prevent them speaking out about Climate Change. These issues affect us all. Thank you for being part of this movement."
Berea College (KY)	Office of Sustainability	About : "For Berea College, "sustainability" refers to the capacity of individuals, communities, and societies to coexist in a manner that maintains social justice, environmental integrity, and economic well-being today and for future generations."

<p>Brandeis University (MA)</p>	<p>Sustainable Brandeis</p>	<p>We Are Still In: “Sustainable Brandeis’ goal is to help fulfill the University’s commitment to social justice, and our responsibility to the global community, by reducing our carbon footprint. We are committed to mitigating our impact on climate change according to the We Are Still In declaration, and to elevating the sustainability of our campus and our community. ... We, the undersigned mayors, county executives, governors, tribal leaders, college and university leaders, businesses, faith groups, cultural institutions, healthcare organizations, and investors are joining forces for the first time to declare that we will continue to support climate action to meet the Paris Agreement.”</p>
<p>Brooklyn College, CUNY (NY)</p>	<p>Campus Sustainability</p>	<p>Outreach and Education: “The pressing reality and consequences of climate change has inspired many initiatives in schools falling under the banner of Education for Sustainable Development (ESD). Adherents believe that merely providing information about the symptoms of our social and environmental crises is not sufficient to create a sustainable society. The cultivation of genuine care and compassion, together with the development of practical competencies, must follow awareness if young people are to develop true ecological literacy — attitudes and aptitudes consistent with a sustainable world. ... Ecological literacy views the school and its ethos, environment, community and curriculum as an interrelated whole. A transition to this outlook requires nothing less than a complete refashioning of the ways in which we think about and relate to each other and the world in which we live. This “ecological enlightenment” entails the radical transformation of education itself, so that it may become radically transformative.”</p>
<p>California State University Northridge (CA)</p>	<p>CSUN Sustainability</p>	<p>Faculty Submissions: “Faculty are invited to submit courses for consideration as electives within the Minor. ... Student Learning Outcomes (to be met by all core courses included in the Sustainability Minor; elective courses must meet two of these). 1. Students will be able to define sustainability and understand how concepts of sustainability are connected to issues of social justice, the environment, and the economy at local, regional, and global levels. 2. Students will demonstrate knowledge of key concepts related to the study of sustainability, including planetary carrying capacity, climate change, and ecological footprint. 3. Students will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability at the individual, and at local, regional, and global levels.”</p>

Cornell University (NY)	Campus Sustainability Office	Student Guide to Sustainability at Cornell University: "Sustainability means creating a just, healthy world for everyone. How can you listen, act, and learn in solidarity and practice to show that people of all nations, class, race, religion, abilities, and sexual orientation matter during your time at Cornell?"
Davidson College (NC)	Sustainability Office	Sustainability Goals : "Build knowledge, values, and skills so students can fully participate in society as justice-oriented citizens."
DePaul University (IL)	Initiatives: Sustainability	"Recognize the concept of sustainability is multifaceted, spanning to include social, environmental, and economic realms."
Eastern Kentucky University (KY)	EKU Office of Sustainability	Climate Change Overview : " Get Involved : Be an agent for change in your community. Support leaders who prioritize local, national, and global climate action in their campaigns. Join community groups focused on environmental issues and stay plugged into environmental news. Climate change impacts everyone!"
Evergreen State College (WA)	Sustainability	Get Involved : "You have many ways to get involved with sustainability at Evergreen. On campus, the Center for Community-Based Learning and Action (CCBLA) has extensive ties with local non-profit and public agencies dedicated to addressing social, environmental, and economic disparities."
Gonzaga University (WA)	Sustainability	Action : "Gonzaga's practice of sustainability moves beyond knowledge and towards the application of social and environmental justice to issues on campus and in our broader community. We help facilitate critical conversations on campus regarding issues such as socially responsible investment and food insecurity."

Hamline University (MN)	Sustainability at Hamline	<p>Catalyst Trips: “Catalyst service trips are an alternative spring break program that uses service to investigate issues of justice and community. With the support of the Office of Sustainability, in 2015 a new trip to Chicago was focused on sustainability for immigrant and refugee populations. This trip is unique to the Catalyst program because of the wide range of difficulties faced by immigrants and refugees. This gives students the opportunity to find and explore their own passions and find out how those issues affect immigrants and refugees today. This trip also gives students the opportunity to examine important global political and cultural issues, leading to a broader understanding of the world than is offered by the other (domestically-focused) trips. It is also particularly relevant to our students because of the large immigrant and refugee population in Minnesota. This gives them the opportunity to bring back to our community what they have learned and work to make our population here more resilient and sustainable.”</p>
Indiana University Bloomington (IN)	Sustain IU	<p>“The Office of Sustainability defines sustainability as thriving within our means to achieve balance between environmental health, economic prosperity, and social equity. ... The pursuit of sustainable policies and lifestyles relies on balancing often competing priorities of the environment, economy and social justice.”</p>
Marquette University (WI)	Marquette Sustainability	<p>“Sustainability means meeting the social, environmental, and financial/economic needs of the present without compromising the ability of future generations to meet their own needs. Sustainability includes conserving energy, water, and other resources; protecting and improving air, water, and habitat quality; preventing waste and pollution; and doing these activities in a manner that promotes social justice, health, environmental welfare, and economic security.”</p>

Northwestern University (IL)	SustainNU	<p>Social Justice and Sustainability Go Hand in Hand at Northwestern: “In recent years, the sustainability movement has shifted toward ensuring that adequate emphasis is given to social justice concerns, and to ensuring that we do not protect profits, or even the planet, at the expense of people or social equity. ... The Women’s Center ... is committed to educating the community on issues that affect women such as gender bias, sexual harassment, reproductive justice and several others. Together, these initiatives support Northwestern’s efforts to address the social justice pillar of sustainability. Creating a welcoming, inclusive community results in a rich culture that fosters learning and the exchange of ideas. When we give everyone a chance to thrive, regardless of ethnicity, race, religion, gender, sexual orientation and economic background, we strengthen our community as a whole.”</p>
Pacific University (OR)	Center for a Sustainable Society	<p>“The center promotes opportunities for research, education and relevant work experiences for students to work on projects related to environmental challenges, sustainable business practices, technological solutions, and socially just causes.”</p>
Pepperdine University (CA)	Center for Sustainability	<p>“Today more and more businesses and institutions follow what is called the Triple Bottom Line when it comes to sustainability. Simply put, this involves the simultaneous pursuit of economic prosperity, environmental quality, and social equity. Companies aiming for sustainability need to perform not against a single, financial bottom line but against the triple bottom line.”</p>
Pomona College (CA)	Sustainability	<p>Social Responsibility: “The benefits of incorporating environmental justice issues into the College’s educational programs are three-fold. First, education efforts will likely inspire Pomona students to become involved in local environmental justice efforts while at Pomona. Next, education efforts have a long-term benefit in inspiring students to think about environmental justice issues when they leave Pomona. Finally, awareness of environmental justice issues is integral to career tracks in environmental fields.”</p>
Roosevelt University (IL)	Sustainability	<p>“RU’s sustainability efforts encompass the greening of buildings and campus operations; innovation and expansion of sustainability education and research opportunities for students, faculty, and staff; and the promotion of social and environmental justice within and beyond our campus.”</p>

Southern Connecticut State University (CT)	Campus Sustainability	Sustainability Internships : “The Office of Sustainability offers a variety of internships throughout the year, and can include work during summer and winter breaks. Interns can earn academic credit or be paid, and positions fall into the following categories: ... Community awareness, outreach and social justice.”
Southern Oregon University (OR)	Sustainability at SOU	Student Engagement, OSPIRG : “When consumers are cheated or the voices of ordinary citizens are drowned out by special interest lobbyists, OSPIRG speaks up and takes action. We uncover threats to public health and wellbeing and fight to end them, using the time-tested tools of investigative research, media exposés, grassroots organizing, advocacy and litigation. OSPIRG’s mission is to deliver persistent, result-oriented public interest activism that protects consumers, encourages a fair, sustainable economy, and fosters responsive, democratic government.”
University of Alabama Birmingham (AL)	Sustainability at UAB	Letter from the President : “The Sustainability Strategic Plan, a document intended to deliver a holistic vision with clear, institution-wide sustainability priorities and goals, was developed in consultation with a wide range of university stakeholders. The goals and strategies are also mindful of current UN international sustainable development goals, including environmental and human health, inclusive economic growth, and gender and racial equity. We will work to address these pressing global challenges through local action.”
University of Colorado Boulder (CO)	Sustainability	Engagement : “At CU Boulder there is a place for everyone in the eco-social justice movement. Through a combination of student activism, academic programming and faculty service, we reach out to the world in ways that enrich both the Boulder campus and the communities we serve around the globe.”
University of Florida (FL)	Office of Sustainability	What is Sustainability? : “Simply defined, sustainability is meeting contemporary needs without compromising the ability of future generations to satisfy their needs. More comprehensively, it means looking at the issues and problems facing our world with a new perspective – one that focuses on three interdependent areas of concern: ecological preservation, economic viability, and social justice. To be sustainable, a practice must: preserve – rather than destroy – its ecological base; ensure – rather than undermine – long-term economic benefits, and advance – rather than impede – matters of fairness, equity, and diversity.”

University of Iowa (IA)	Sustainability	Sustainability Certificate Course Approval Guidelines for Faculty Members : “Please include the following in all course proposals: A syllabus of the proposed course ... that also includes at least two of the three intersecting concerns of sustainability in its course goals and evidence that these concerns are addressed in class discussions, readings, or exercises. Those intersecting concerns are environmental integrity, economic viability, and social justice”
University of Kansas (KS)	Center for Sustainability	Sustainability for All : “Ultimately, we believe that sustainability is about building healthy, resilient communities where everyone has access to the resources needed to achieve a high quality of life without exceeding the capacity of our natural ecosystems. As such, we stand in solidarity with Black Lives Matter, Indigenous Peoples, the LGBTQIA+ community at all of their intersecting identities, as well as all other marginalized and oppressed people, to support a just and sustainable present and future for our campus, our community, and our planet.”
University of Massachusetts Amherst (MA)	Sustainability	UMass Dining Sustainability Is Hiring! : “We are excited to announce that the UMass Amherst Permaculture Initiative is seeking a highly passionate, thoughtful and skilled individual who embodies holistic sustainability and shows a demonstrated commitment to social justice to fill the Sustainability Coordinator of Campus Gardens position. If you are experienced in regenerative agriculture, enjoy working with diverse groups, and are passionate about facilitating transformational learning, apply today!”
University of Montana (MT)	UM Sustainability	About : “The Office of Sustainability at the University of Montana champions and advances our institutional goals of social equity, environmental health, and economic prosperity. ... On Earth Day 2002, former UM President George Dennison signed the Talloires Declaration, explicitly dedicating UM to promoting sustainable development, self determination and social justice on local, state, national and global levels.”
University of New Mexico (NM)	Sustainability	Policy 2100: Sustainability : “ Social Equity UNM should consider the principles of environmental justice in its operations, activities, and research, and avoid inequitable and disparate impact where possible.”
University of North Carolina Chapel Hill (NC)	Sustainability	About : “Sustainability @ UNC advances the triple bottom line of environmental quality, economic vitality, and societal well-being.”

University of Pennsylvania
(PA)

[Sustainability](#)

[Climate Action Plan 2.0](#): **Mission** ... To inform the entire University community of the principles of sustainability and its three key constituent pillars: environmental protection, economic prosperity, and equitable distribution of resources."

Chart 11: Offices of Equity and Inclusion

Institution	Offices of Equity and Inclusion	Sample Social Justice Programs, Activities, and Commitments
Arizona State University (AZ)	Office of Equity and Inclusion	Gender Neutral Restrooms
Cabrini University (PA)	Inclusivity Council	<p>"We advise and recommend programs and trainings on Inclusivity & Diversity to senior leadership and assess such programs that surround issues that arise involving faculty, staff and students and the surrounding community. ... In our inclusive environment we move beyond traditional definitions of diversity that center on race, religion, class, gender and sexuality. It is imperative to note that expressions or actions that disparage an individual's or group's ethnicity, gender, gender identity, religion, sexual orientation, marital status, age, disability, or any other aspect of difference are contrary to the fundamental mission and values of the University. The Inclusivity Council has four active sub-committees: Committee on Ableism/ Disability; Committee on LGBTQIA+; Committee on Racial and Ethnic Diversity; and Committee on Women Advancement."</p>
DePaul University (IL)	Office of Institutional Diversity and Equity	<p>Vision: "Our vision is to achieve a truly diverse environment that reflects our collective values. Our work, programs and initiatives will reflect this commitment to promoting change, equal opportunity, social justice, celebrating and fostering diversity, the recruitment and retention of diverse constituencies, and building a community that values and respects the differences and commonalities that each and every individual brings to DePaul."</p>
Evergreen State College (WA)	Equity and Inclusion	<p>President's Equity Fund: "The President's Equity Fund provides funding to grassroots equity and inclusion programming. Grants are available to current students, staff, and faculty for activities that support Evergreen's commitment to equity across campus. Recipients are selected by the President's Equity Fund Committee. Decisions are made monthly November through May for activities that take place during the academic year."</p>

George Mason University (VA)	Office of Diversity, Inclusion, and Multicultural Education	Mission: “Building collaborative relationships with staff, faculty, administrators, and units across campus to enhance student retention and success, broaden the work of enriching the campus climate for diversity and inclusive excellence and expand educational and research opportunities on issues related to diversity, inclusion, and cultural competency.”
Gonzaga University (WA)	Diversity, Equity & Inclusion	Mission Statement: “In order to create a diverse and inclusive community, we utilize the principles of critical dialogue, reciprocity, and solidarity to facilitate learning that cultivates cultural engagement, enriches mindfulness, fosters a sense of belonging, and challenges systems of privilege and oppression.”
Northwestern University (IL)	Office of Equity	Training: “We offer trainings on the following topics: Sexual Misconduct Prevention and Reporting, Responsible Employee/Mandatory Reporter Training, Preventing Harassment and Discrimination, LGBTQ Ally Trainings, Creating Gender-Inclusive Spaces.”
Occidental College (CA)	Equity and Inclusion	“The Office of Equity & Inclusion works with all members of the Occidental College community to thrive in an inclusive environment that challenges bias based on race, ethnicity, gender, sexual orientation and other identities. Our office aims to promote cultural competency, gender equity, and an inclusive campus climate that is free of violence and bias.”
Ohio Wesleyan University (OH)	Diversity, Equity, and Inclusion	Office of Multicultural Student Affairs: “The mission of OMSA is to educate, support, and advocate for marginalized students. We provide space for students to understand themselves and their communities; develop strategies to successfully navigate the institution; and engage in meaningful action toward social change. ... By participating in OMSA programs and services, students will (or will be able to): ... Develop the capacity to address oppressive systems and behaviors in themselves and their communities. (Capacity building)”
Pacific University (OR)	Office of Equity, Diversity & Inclusion	“Values ... Social Justice”

<p>Pennsylvania State University Harrisburg (PA)</p>	<p>Diversity and Educational Equity Committee</p>	<p>"We will educate our faculty, staff, and students to be social justice advocates, creatively providing curricula, programs, and environments that reflect the diversity of our communities, and elevate cultural awareness."</p>
<p>Roosevelt University (IL)</p>	<p>Oasis Committee</p>	<p>"Roosevelt University's OASIS committee (Outreach, Advocacy, Social Justice, Information and Safety) is tasked with providing information and resources related to immigrant and refugee rights, and reaffirming Roosevelt University's mission of inclusion, social justice and equity for students, staff and faculty."</p>
<p>Saint Mary's College of California (CA)</p>	<p>Inclusive Excellence</p>	<p>"We envision a community that goes beyond tolerance of differences to one guided by social justice, cultural competence and engaged citizenship. We know we can reach greater heights of excellence by learning from diverse people."</p>
<p>San Francisco State University (CA)</p>	<p>Equity & Community Inclusion</p>	<p>"This new division will be responsible to lead, coordinate, implement and evaluate a broad range of sustained programs, initiatives, events and activities designed to: facilitate intercultural/ intergroup dialogue, promote equity and inclusion, advance social justice, and improve campus climate for all of our students."</p>
<p>Southern Connecticut State University (CT)</p>	<p>Office of Diversity and Equity Programs</p>	<p><u>Policy Statement:</u> "It is the intellectual and moral responsibility, but more importantly, the POLICY of the leadership of the Connecticut State Colleges & Universities (CSCU), to advance social justice and equity by exercising affirmative action and upward mobility."</p>
<p>University of Alabama Birmingham (AL)</p>	<p>Diversity, Equity, and Inclusion</p>	<p>"The Division of Student Life values and is committed to diversity, equity, and inclusion through policy and practice. We not only recognize and appreciate difference, but also promote fairness in treatment and access, and cultivate a welcoming community that upholds social justice."</p>

University of Kansas (KS)	Office of Diversity & Equity	Our Foundation : “We affirm the complexities of our multiracial, multiethnic, and multicultural histories, cultures, and experiences. We recognize that there are inequalities and privileges generated by historical and persistent intersecting differences by race, ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, abilities, religion, regional background, veteran status, citizenship status, and nationality.”
University of Minnesota (MN)	Office for Equity and Diversity	Values : “Our commitment to social justice drives and grounds our work.”
University of Missouri (MO)	Inclusion, Diversity & Equity	Education & Development : “Our educational and professional development offerings can be viewed through the Inclusive Excellence Framework dimension of Education & Scholarship. Our goal is to engage students, faculty, staff, alumni, and volunteers in learning varied perspectives of domestic and international diversity, inclusion, equity, and social justice.”
University of Washington (WA)	Race and Equity Initiative	Diversity and Equity for All : “Progress begins with each of us. And we’ve got to begin by not being part of the problem. We must recognize and acknowledge that we are not all the same, that recognizing, valuing and celebrating our differences is what makes our University and our world stronger. And in turn, we must recognize that biases do reside in us all, but that we can change our attitudes and our interactions for the better. We are all teachers and learners when it comes to advancing a more equitable and just discourse that leads to change. The Race & Equity Initiative is fostering the kind of difficult conversations and personal learning experiences that are necessary to recognize our individual contributions and to move our collective action forward.”

Chart 12: Offices of Diversity and Multicultural Affairs

Institution	Offices of Diversity and Multicultural Affairs	Sample Social Justice Programs, Activities, and Commitments
Antioch University (CA)	Diversity Committee	<p>Mission: “The AULA Diversity Committee dedicated to identify, gather, discuss and recommend campus-wide initiatives that include the perspective of historically marginalized groups in our core practices such as: pedagogies, ways of knowing, curriculum development, academic partnerships, public programming, position on current topics, community relations, admissions, and hiring. To counter the social ills that interfere with justice and distort our reality, we hope to work together locally and globally, toward an end to racism, classism, transphobia, ageism, heterosexism, religious intolerance, sexism, ableism and xenophobia.”</p>
Arizona State University (AZ)	Office of Inclusion and Community Engagement	<p>Campus Inclusion Videos: “Diversity, Inclusion and Social Justice”</p>
Barnard College (NY)	Diversity, Equity, & Inclusion	<p>Diversity & Inclusion: Mission Statement: “Our definition of diversity encompasses structural and social differences that form the basis of inequality in our society, including race, ethnicity, gender, sexuality, socioeconomic class, disability, religion, citizenship status, and country of origin. Moreover, our concern is with how differences in power and possibilities align with social categories and identities, and how these differences distinguish individuals and groups in ways that privilege some and constrain others.”</p>
Brandeis University (MA)	Office of Diversity, Equity & Inclusion	<p>“Faculty, staff, and students who engage in diversity, equity and inclusion work are actively enacting multisystemic social justice and change. ... The Office of Diversity, Equity & Inclusion is committed to working collaboratively with our campus community in an effort to build high-quality programming that evokes social change.”</p>
Cabrin University (PA)	Office of Student Diversity Initiatives	<p>“We strive to support students in their explorations of self-discovery, personal growth, assertiveness, awareness, advocacy, empowerment, social justice, and inclusivity.”</p>

DePaul University (IL)	Office of Multicultural Student Success	Empowerment Programming : “The Office of Multicultural Student Success (OMSS)’s approach to advancing the cause of marginalized group members at DePaul University is rooted in DePaul’s belief that systems of privilege and oppression directly impact the lives of people in this community. In light of this, OMSS staff members promote the interests of underrepresented populations at multiple levels within the institution in order to initiate change and give voice to the issues and concerns of people that may not otherwise be acknowledged. OMSS also provides academic success information, developmental programs, and key staff contacts for first generation, low income students, or students of color to empower them to be their own advocates during a time of crisis.”
Evergreen State College (WA)	First Peoples Multicultural, Trans, and Queer Support Services	“Develop skills for advocacy and allyship. Have space for discovering your identity.”
George Mason University (VA)	Compliance, Diversity, and Ethics	Diversity and Inclusion FAQs : “You can make a positive impact by building collaborative and mutually beneficial working relationships with people of different backgrounds, and refer qualified diverse candidates to support the goal of enhancing our diversity on campus. You can support others to increase their awareness and acceptance of cultural differences, and establish a common understanding of cultural variances, through diversity training provided by the Office of Compliance, Diversity and Ethics (CDE).”
Gonzaga University (WA)	Office of Diversity, Inclusion, Community & Equity	“In order to create a diverse and inclusive community, we utilize the principles of critical dialogue, reciprocity, and solidarity to facilitate learning that cultivates cultural engagement, enriches mindfulness, fosters a sense of belonging, and challenges systems of privilege and oppression.”
Hamline University (MN)	The Hedgeman Center for Student Diversity Initiatives and Programs	Purpose and Objectives : “Provide opportunities for the University community to engage in meaningful discourse about multicultural, diversity, and social justice issues.”
Indiana University Bloomington (IN)	Office of the Vice President for Diversity, Equity, and Multicultural Affairs	“We are committed to helping students learn more about leadership, social justice, and creating community on all IU campuses”

Lafayette College (PA)	Office of Intercultural Development	Our Vision: "A socially-just world. ... We believe that social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure."
Lake Forest College (IL)	Office of Intercultural Relations	"We educate our community about diversity, inclusion, and social justice through trainings, dialogue courses, and programs."
Marquette University (WI)	Diversity and Inclusion	Privilege: Let's Go There: "The event was designed to address campus concerns about racism, discrimination, microaggressions and ways to confront these issues. ... The presenters not only offered basic definitions of the various manifestations of racism—they elaborated on the historical, institutional, interpersonal, psychological and philosophical particularities of racism. Through these insightful presentations, the event elucidated the importance of acknowledging the existent privilege within our university's culture. ... Senior leaders from the university encouraged attendees to recognize their own privilege, and Sheena Carey, internship coordinator and lecturer in the Diederich College of Communication, provided basic definitions of racism, white supremacy, privilege, "colorblindness," and many other topics."
Marquette University (WI)	Office of Intercultural Engagement	Core Initiatives: " Celebrating Diversity Opportunities to engage students to better understand and appreciate diversity and social justice. ... Social Justice Education & Leadership Development Opportunities to develop students as culturally competent leaders and empower them to promote inclusion at Marquette."
Miami University of Ohio (OH)	Office of Diversity and Multicultural Services	Racial Legacies and Learning Town Halls: "'HERstory HERsong'" is an interactive program that explores how black women musicians have used music as a means of documenting and promoting the struggle for equality and social justice in America."
Northwestern University (IL)	Multicultural Student Affairs	Learning Outcomes: "Students who participate in MSA's programs and activities will (or will be able to): ... Analyze cultural differences to create a more socially just campus community through empathy and understanding."

Occidental College (CA)	Intercultural Community Center	Mission and Goals: "To create intersectional educational programming which will affirm students while challenging them to work for social change both on and off campus."
Ohio Wesleyan University (OH)	Multicultural Student Affairs	About Us: "We will enrich the culture of social justice at OWU. ... We provide space for students to understand themselves and their communities; develop strategies to successfully navigate the institution; and engage in meaningful action toward social change. ... By participating in OMSA programs and services, students will (or will be able to): ... develop the capacity to address oppressive systems and behaviors in themselves and their communities. (Capacity building)."
Pacific University (OR)	Student Multicultural Center	"Working to empower, impact and inspire, the Student Multicultural Center fosters an inclusive and brave environment through transformative and transparent practices."
Pennsylvania State University Harrisburg (PA)	Affirmative Action Office: Diversity Education Services	Subtle Slights: Understanding the Impact of Unconscious Bias and Microaggressions: "How do we handle the unspoken, often unrecognized "little things" that foster sentiments and attitudes of inequity and incivility? Microaggressions speak to the attitudes, dispositions, and comments that many times lead to the devaluing of members of a community. This session will focus on recognizing, validating, and ultimately managing the display and impact of microaggressions."
Pepperdine University (CA)	Intercultural Affairs	Student Learning Outcomes: "A student who participates in Intercultural Affairs activities will be able to: ... Exhibit behaviors and practices from a faith-based worldview that promotes inclusion, equity, and social justice."
Roosevelt University (IL)	Multicultural Student Support Services	Civic Engagement: "MSSS provides opportunities for you to partner with us and other internal and external community service providers to create valuable learning and volunteer experiences that will enhance your education and growth as a socially conscious individual through service, cultural enrichment, and social action opportunities."

<p>Saint Mary's College of California (CA)</p>	<p>Intercultural Center</p>	<p>IC Canvas: "We are passionate about social justice, and this sentiment is reflected in the art we create. ... To Whom I Grieve For ... This piece illustrates my own difficult feelings regarding my privileged identities and the often misguided attempts by the liberal elites of our country to superficially create a sense of community within our national narrative. ... This piece hopes to convey a call of action to white liberal women, and the specific responsibilities and privileges we hold in the Trump administration. ... This piece is meaningful to me because it reflects my ever evolving relationship to my own identities, and how I grow more aware of ways in which I may productively assess and utilize my privilege and work towards being a better ally and social justice advocate."</p>
<p>San Francisco State University (CA)</p>	<p>Office of Diversity & Student Equity</p>	<p>Ad Hoc Work Group on Equity & Social Justice Educational Outreach: "Identify high-priority learning, development, and capacity-building goals for various target audiences that focus on increasing knowledge, influencing attitudes and/or changing behaviors among students, faculty, staff and administrators, in order to ameliorate identified barriers to equity/inclusion or promote a healthier, more socially just campus climate."</p>
<p>Southern Connecticut State University (CT)</p>	<p>Multicultural Center</p>	<p>Social Justice Weekend Retreat: "Southern's Social Justice Weekend Retreat is during Social Justice Month. It gives students the opportunity to address some of the critical topics of diversity and social justice impacting our community. Students will be able to engage in transformative discussions, build connections and alliance, and increase their self-awareness and identity."</p>
<p>Stony Brook, SUNY (NY)</p>	<p>Multicultural Affairs</p>	<p>Social Justice League Certificate Program: "SJL is a certificate program for undergraduate students interested in enhancing their skills in diversity, social justice, and leadership. SJL is designed to help you develop the necessary tools to learn and live in a diverse environment and work for the betterment of the Stony Brook University campus and broader community."</p>
<p>University of Alabama Birmingham (AL)</p>	<p>Office of Diversity , Equity and Inclusion</p>	<p>Initiatives: "#TalkMatters is an initiative to bring the UAB community together to address issues of inclusion, diversity, equality, and awareness through an education lens. #TalkMatters aims to facilitate open, and honest discussion about social justice and fairness and introduce knowledge and skills that strengthen the capacity of our campus community to drive structural inclusion for all groups."</p>

<p>University of Colorado Boulder (CO)</p>	<p>Office Equity, Diversity and Community Engagement</p>	<p>Diversity Plan: "ODECE has worked with faculty in the College of Arts & Sciences and CU Law to conduct a new series of UndocuAlly sessions, which have been attended by over 80 faculty and staff thus far. The goal of these sessions is to help our community gain a greater appreciation of the challenges that undocumented students face and to provide resources for ways to show support for these students as allies."</p>
<p>University of Colorado Boulder (CO)</p>	<p>BOLD Center</p>	<p>"The BOLD (Broadening Opportunity through Leadership and Diversity) Center is part of CU Boulder's commitment to creating an environment where students like you achieve your dreams. Engineering is essential to the health, happiness and safety of our nation and planet, and the strongest engineering solutions are created by a work force diverse in gender, ethnicity and socioeconomic representation."</p>
<p>University of Florida (FL)</p>	<p>Multicultural and Diversity Affairs</p>	<p>Values: "Social Justice, Racial Justice, Intersectionality."</p>
<p>University of Iowa (IA)</p>	<p>Diversity at Iowa</p>	<p>Cup o' Justice: "The goal of this series is to promote intergenerational and interdisciplinary dialogue about social justice, civil rights, and civic engagement. At each hosted discussion, invited Change Leaders will share their stories of activism, lessons learned along the way, and the personal impacts of their work in an informal and intimate setting. Interested activists and change agents are encourage to grab a cup of coffee, listen to the rich stories, ask questions, and share their own journeys."</p>
<p>University of Iowa (IA)</p>	<p>Multicultural & International Programs</p>	<p>UI Cultural & LGBTQ Resource Centers, Mission and Vision: "The four UI Cultural and LGBTQ Resource Centers provide a "Home Away From Home" atmosphere for many students and can be utilized by any UI student or reserved for student organization events. The Centers also provide intra-and cross-cultural education, leadership and organizational development opportunities, social justice education, and change."</p>
<p>University of Kansas (KS)</p>	<p>Office of Multicultural Affairs</p>	<p>Social Justice & Diversity Education: "We believe diversity and social justice are essential components for an inclusive campus community that enriches the experience for everyone. Therefore, we provide educational opportunities that engage faculty, staff, and students through dialogue, self-exploration and advocacy in the context of a safe and respectful learning environment."</p>

University of Massachusetts Amherst (MA)	Center for Multicultural Advancement and Student Success	CMASS Mission and Values : “Engaging the campus community in cross-cultural and intra-group dialogues to increase and gain new knowledge related to diversity and social justice. . . . Promoting activities and programs that are socially just, and supportive of a diverse and multicultural community.”
University of Michigan (MI)	Office of Academic Multicultural Initiatives	Undocumented Student Support : “The Office of Academic Multicultural Initiatives (OAMI) serves as a space for undocumented and DACAmented students of all ethnicities and nationalities to find a safe environment and supportive community at the University of Michigan. Regardless of the situation, OAMI is here to help you transition to and succeed at the University of Michigan.”
University of Missouri (MO)	Multicultural Center	Signature Events : “ Justice Family Brunch This event first began as an event part of the Multicultural Center and now happens in collaboration with all of the Social Justice Centers. This event occurs during Family Weekend and allows students to participate in the Family Weekend festivities by coming together with loved ones and their chosen families on campus.”
University of Nevada, Las Vegas (NV)	Office of Diversity Initiatives	NSHE Diversity Summit : “ About the Summit Gender: Equity, Identity and Intersectionality”
University of Washington (WA)	Office of Minority Affairs and Diversity	Values : “ Social Justice – We raise consciousness and advance critical thinking about racial equity, broad inclusion and diversity.”
University of Wisconsin Madison (WI)	Multicultural Student Center	Social Justice Leadership Retreat : “The Social Justice Leadership Retreat (SJLR) helps students explore their personal stories and experiences in relation to their peers and in the contexts of systems of power and oppressions. By participating in the Social Justice Leadership Retreat, students will: Identify their own multiple intersecting identities, experiences and biases, and how they map on to concepts of privilege, dominance, and oppression. Explain how their identities and experiences influence their understanding of leadership. Demonstrate an understanding of their role in interrupting bias and prejudice in themselves and their community, and their role in developing strategies to build positive communities.”

Vanderbilt University
(TN)

[Inclusion Initiatives and Cultural
Competence](#)

[Signature Trainings](#): “Through 2-hour interactive sessions, IICC Signature Trainings take participants on a journey of self-exploration, reflection, and dialogue focused on diversity and inclusion. Participants cultivate a deeper understanding of challenges such as the complex nature of identity, intercultural communication, and social justice advocacy.”

Washington State Uni-
versity (WA)

[Office of Equity and Diversity](#)

[Schedule a Workshop with the Social Justice Peer Educators](#): “Privilege 101: Exploring Our Identities ... Identifying and Challenging Microaggressions ... Power and Privilege 201: Systemic Inequality ... Beyond “PC”: Building Inclusive Language.”

Chart 13: Miscellaneous Institutes and Centers

Institution	Miscellaneous Institutes and Centers	Sample Social Justice Programs, Activities, and Commitments
Arizona State University (AZ)	Center for Gender Equity in STEM	<p>2016 Hackathon for Social Justice: “What is Implicit Bias? Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner (kirwaninstitute.osu.edu, 2015). Research demonstrates that most people hold unconscious, implicit assumptions that influence their judgments and perceptions of others. Implicit bias manifests in expectations or assumptions about physical or social characteristics dictated by stereotypes that are based on a person’s race, gender, age, or ethnicity (whitehouse.gov, 2015). We engage in critical dialogue on implicit bias because it is one of the challenges girls and women of color face in STEM fields.”</p>
Brandeis University (MA)	International Center for Ethics, Justice, and Public Life	<p>Brandeis Campus Programs: “A hallmark of the Center is its collaboration the Student Union to present Brandeis University’s annual weeklong “festival of social justice”: ‘DEIS Impact! Each year, students, professors, clubs, and academic departments plan dozens of events throughout the week that focus on Brandeis’ relationship with social justice. Events include as talks, artmaking workshops, performances, exhibits, and discussions.”</p>
Cabrini University (PA)	Center on Immigration	<p>“The Center on Immigration at Cabrini University is an academic, nonpartisan organization that promotes immigrant justice through research, education, and advocacy. Consistent with the mission of Cabrini University and the legacy of Saint Frances Xavier Cabrini, the patroness of immigrants, the Center engages students and scholars in the pursuit of social justice to advance the human rights and human dignity of people in migration.”</p>
Cabrini University (PA)	Nerney Leadership Institute	<p>“The Nerney Institute sets standards for leadership and prepares Cabrini students for leadership roles in the workplace and other communities. These standards include a strong sense of empathy, accountability, and social justice.”</p>

Davidson College (NC)	Spencer-Weinstein Center for Community and Justice	"Students, faculty and staff create and implement learning experiences that promote social, cultural and educational programs that advance pluralism and inclusivity across the campus. All involved act to make our community more socially just because we recognize the dignity and worth of every person."
DePaul University (IL)	Irwin W. Steans Center	"The Steans Center develops mutually beneficial relationships with community organizations to engage DePaul students in educational opportunities grounded in Vincentian values of respect for human dignity and the quest for social justice."
Gonzaga University (WA)	Gonzaga Institute for Hate Studies	"The GIHS convenes scholars, students, practitioner-experts, government and civil society organizations, and other stakeholders at local and global levels to expand theoretical and applied knowledge, personal and social awareness, and values-based research-supported methods in our areas of humanitarian engagement, including: ... Solidarity and Social Justice – addressing hate, violent conflict, and oppression."
Gonzaga University (WA)	Unity Multicultural Education Center	"UMEC welcomes all to participate in upcoming events and programs in an effort to collectively learn and actively promote social justice."
Hamline University (MN)	Hedgeman Center for Student Diversity Initiatives and Programs	"Provide opportunities for the University community to engage in meaningful discourse about multicultural, diversity, and social justice issues."
Lake Forest College (IL)	Ethics Center	" Events ... Life after Death panel discussion April 12, 2011: Criminal justice reform and the repeal of Illinois' death penalty ... Intersections: Re-imagining Gender and Human Rights in Africa ... Koyaanis-qatsi: Film on environmental and cultural ethics ... "Sexual Minorities and Mental Health" ... "The Good Food Revolution: Our Hope for a Sustainable Future""
Marquette University (WI)	Center for Community Service	"The Center for Community Service engages students in discerning their role in the struggle for a more just society through opportunities to explore diverse forms of service. Students will develop an understanding of community needs and assets, root causes of social justice issues, and their own identity through personal experiences with the greater Milwaukee community. We serve in solidarity, for and with others, to repair the divisions that injure the human community and impede human dignity."

Miami University of Ohio (OH)	The Dennis L. Carlson Sexuality Education Studies Center	"As Coordinator of the Sexuality Education Studies Center, I am so excited to welcome you to this unique student-centered, community-minded, intersectionality-aware, multidisciplinary informed, social justice focused, and human rights-oriented educational services space that insists on utilizing sound pedagogy, praxis, best practices, and ethics at the core of all that is taught."
Northwestern University (IL)	Center for Civic Engagement	One Book One Northwestern : "The Center for Civic Engagement has collaborated with One Book One Northwestern to facilitate discussion around civic issues and social justice themes addressed by the university's selection for a book that the whole Northwestern community reads during an academic year."
Occidental College (CA)	Center for Gender Equity	"The mission of the Center for Gender Equity is to address the needs of women, men, non-binary, agender, and transgender members on campus by providing support, advocacy, and programming that promotes awareness, personal empowerment, mutual respect, and equity."
Occidental College (CA)	Center for Community Based Learning	"The CCBL's civic engagement approach, based on community organizing practices, aims to enrich students' learning and commitment to social responsibility. The CCBL brings together students, faculty, and community partners as co-thinkers and collaborators, in order to solve social justice related issues."
Occidental College (CA)	Urban & Environmental Policy Institute	"The Urban & Environmental Policy Institute at Occidental College is an applied research and advocacy center. Our mission is to advance community-driven programs and policies to build healthy, thriving communities while achieving social, economic, and environmental justice."
Pacific University (OR)	Center for Gender Equity	Love Your Body Week : "Touch Yourself Tuesday is focused on getting to know your own body. We will have Masturbation goodie bags, information on getting tested for STDs, and an assortment of games."

Pacific University (OR)	Center for Peace and Spirituality	<p>“The Pacific University Center for Peace and Spirituality provides students with the opportunity to engage in meaningful study, reflection and action based on the recognition that inter- and intra-personal peace are inherently connected and that concerns for personal spirituality are intimately related to concerns for one’s social, historical, cultural and natural environment. Working in tandem with other centers and initiatives at Pacific, including the Center for Civic Engagement, the Center for Gender Equity and the Tom McCall Center for Policy Innovation, the Center for Peace and Spirituality strives to bring to life the vision of the university: discovery, excellence, sustainability, diversity and global community. It works to create a welcoming and safe environment for all students and community members to explore and express their spirituality in a context of inner and societal peace and justice. The center is connected to existing undergraduate minors in comparative religion and in peace and social justice.”</p>
Pepperdine University (CA)	Pepperdine Volunteer Center	<p>“The PVC is a university-wide center where students, faculty, and staff engage with the community. Discover service opportunities that are right for you, such as Jumpstart, Step Forward Day, and Project Serve. We also support service-learning and community-engaged scholarship. Learn about the needs of our community and the ways we raise awareness and advocate for community development and social justice.”</p>
San Francisco State University (CA)	Cesar E. Chavez Institute	<p>“Engaged Scholarship in the service of social justice. ... Inspired by César E. Chávez’ commitment to social justice action, CCI is dedicated to examining, documenting, and providing strategies to address the impact of social oppression on communities of color in the United States. The Institute focuses on processes that empower communities and individuals in their struggles for inclusion, equality and self-determination, highlighting already-present sources of resiliency and strength. We seek to serve as a bridge between academic research and community empowerment: Community partners are not merely the objects of research and intervention, but also active participants in the formulation of the research question itself, in the processes of investigation, and/or in the meaningful documentation of findings. Our intention is to quickly generate accessible and useful results to policy makers, service providers, educators, and community advocates.”</p>

Southern Oregon University (OR)	ECOS - The Ecology and Sustainability Resource Center	"ECOS Goals Educate for Sustainability and Social Justice! Advocate for Adoption of Sustainable Institutional and Individual Practices! Develop Student Leadership Potential! Inspire Active Citizenship!"
Stony Brook, SUNY (NY)	Center for the Study of Inequalities, Social Justice, & Policy	<u>Mission Statement:</u> "Stony Brook University's Center for the Study of Inequality, Social Justice and Policy (CSISJP) seeks to stimulate and support inquiry into entangled inequities such as of race, ethnicity, gender, (dis)ability and environment, especially as these intersect with inequalities of class, work and wealth; and to promote innovative approaches and collaborations for social justice."
Stony Brook, SUNY (NY)	Center for Community Engagement and Leadership Development	<u>About Us:</u> " Mission: The Center for Community Engagement and Leadership Development (CCE) has as its mission to foster capacity building, health promotion, and social justice through partnerships and projects between Stony Brook University faculty and community members. Goals: Promote community-driven social change initiatives through community-based academic scholarship."
University of Alabama Birmingham (AL)	Institute for Human Rights	<u>Interconnection Among Dance and Human Rights:</u> "Dance is where people can use movement to portray inequities. Different social justice issues ranging from the environment to racial inequality can be addressed through dance. Never underestimate how powerful dance can be."
University of Alabama Birmingham (AL)	Center for Ethics and Social Responsibility	<u>Documenting Justice:</u> "Documenting Justice is a unique interdisciplinary documentary filmmaking course offered to non-film majors through the Journalism & Creative Media department at the University of Alabama. This year-long class culminates in the annual screening of short documentaries about social justice issues throughout the state."
University of Colorado Boulder (CO)	Cultural Unity & Engagement Center	<u>Ignite Social Justice Retreat:</u> "The purpose of the retreat is to facilitate students' understanding of diversity and social justice within the context of leadership. Students will not only gain a deeper understanding of their own identities but will have opportunities to meet new friends and to build new and strengthen existing coalitions between individuals and groups."

University of Kansas (KS)	Center for the Study of Injustice	<p>“The Center for the Study of Injustice is an interdisciplinary research center that brings together faculty and students from across KU interested in domestic and international research related to social justice. The Center is dedicated to assisting faculty develop new and existing research programs through grant writing and intellectual exchange. CSI brings together faculty, students, staff, and members of the local community to collaborate on research, teaching, and community-based projects.”</p>
University of Minnesota (MN)	Roy Wilkins Center for Human Relations and Social Justice	<p>“The Wilkins Center is dedicated to finding solutions to racial and ethnic inequality. Using an integrated model of research, dialogue, and community partnerships, the center guides and empowers policymakers and community leaders in developing and promoting solutions to the problems of racism and racial and ethnic inequality.”</p>
University of Minnesota (MN)	Center for Restorative Justice and Peacemaking	<p>St. Paul Police Project: “The Center for Restorative Justice Peacemaking Has Major Impact on Police-Community Accountability: Police Officers Voted off Police-Civilian Review Panel ... The CRJP did its part with the audit, recommendations, and the facilitation of community conversations. Then various community leaders and activists ran with it, leading to a far greater impact than anyone would have predicted. ... Particularly with the current very troubling times our nation is facing, this provides a beacon of hope of people power, real and effective social change, and a true academic and community partnership.”</p>
University of New Mexico (NM)	Community Engagement Center	<p>About CEC: “Currently, the Leadership for Equity Institute within CEC, in the tradition of Highlander and IECL, continues the PRAXIS model of knowledge, action and reflection from an anti-racism lens. Looking at undoing racism as key to institutional and systemic change for addressing health, education, and economic inequities. Strategically recruited to be racially diverse and from New Mexico, the UNM Service Corps represent the communities they serve.”</p>
University of North Carolina Chapel Hill (NC)	Center for Civil Rights	<p>“The UNC Center for Civil Rights is committed to the advancement of civil rights and social justice, especially in the American South.”</p>

<p>University of Pennsylvania (PA)</p>	<p>Civic House</p>	<p>Social Justice Framework and Theory of Change: “Exploration of self-awareness and identity, including addressing issues of privilege, oppression, and power. Exploration of root causes of social issues including an analysis of intersecting injustices on individual, organizational, and institutional levels. Engagement in praxis- cycles of action and critical reflection meant to enhance learning and critical thinking and lead to thoughtful action. Exploration of different approaches to achieving justice. Emphasis on mutually beneficial collaborations with community members. Emphasis on supporting individuals, organizations and communities most impacted by injustices.”</p>
<p>University of Washington (WA)</p>	<p>Center for Human Rights</p>	<p>The Abe Osheroff and Gunnel Clark Fund: “The Abe Osheroff and Gunnel Clark Fund provides financial resources for undergraduate and graduate students to support human rights projects that promote social change through direct action and adhere to the principles that guided Abe’s lifelong activism. ... Abe Osheroff (1915-2008) dedicated his life to the pursuit of social justice. As a young man, Abe was active in community organizing efforts in his native Brooklyn. At the age of 20, he joined the Abraham Lincoln Brigade, a group of U.S. volunteers who fought alongside the Spanish Republican forces in an effort to stave off the fascist Franco regime.”</p>
<p>University of Wisconsin Madison (WI)</p>	<p>Center for Leadership and Involvement</p>	<p>Core Departmental Values: “We promote diverse learning opportunities that spark exploration and action on critical issues of social justice.”</p>
<p>Ursinus College (PA)</p>	<p>Institute for Inclusion and Equity</p>	<p>Ursinus Announces the New Institute for Inclusion and Equity (IIE): “As a central space for all students from equity-seeking groups, the IIE coordinates dialogue, programming, and activities around issues of equity, diversity, and social justice.”</p>
<p>Vanderbilt University (TN)</p>	<p>Student Center for Social Justice & Identity</p>	<p>Dean of Students expanding diversity, social justice and identity services: “The Office of Social Justice and Identity (SJI) will offer events, activities and trainings that both celebrate diversity and serve to educate Vanderbilt students on pertinent issues of social justice, identity and advocacy.”</p>
<p>Whitman College (WA)</p>	<p>Glover Alston Center</p>	<p>“A place where conversations about diversity, difference, multiculturalism and social justice occur.”</p>

Chart 14: Social Justice Residence Halls

Institution	Themed Residence Hall	Description	Themed Residence Hall	Description
<p>Barnard College (NY)</p>	<p><u>Social Justice House</u></p>	<p>“The Social Justice House is a unique opportunity to take an active role in immersing yourself in Barnard College and New York City through the lens of justice and activism. Dedicated to educating students about the problems and solutions related to contemporary social issues, students will pursue positive change within local and global communities as members of the Social Justice House. Students will learn how to make a difference by engaging in the theory and practice of social justice and interacting with their peers and local activists and policy makers.”</p>		

<p>Berea College (KY)</p>	<p>Ecovillage</p>	<p>“As a tenant of the Ecovillage you will be expected to participate in environmentally friendly practices and community building activities. Recycling, conflict mediation training, and energy monitoring is an expectation of everyone. Some programs you might be expected to engage in while living in the Ecovillage, include,</p> <p>Composting Provide one educational or social program a year on sustainability Participation in gardening/ landscaping/ grounds/ outdoor activities Production and distribution of green cleaning products Participation in governance or leadership of Ecovillage Association Babysitting at program events Apartment Maintenance Involvement in such programs for student families can be an important aspect of raising socially and environmentally conscious children.”</p>	<p>Kettering</p>	<p>“Kettering is also privileged to house the Gender Inclusive Suites.”</p>
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Cabrini University (PA)

[IMPACT Living and Learning Community](#)

“Explore leadership, locally and globally, within the Leadership Studies minor via the lens of psychology, business administration, and the engagements with the common good.”

[Voices of Justice LLC](#)

“meeting and interacting with scholars, activists, community organizers, and experts from local regional advocacy groups”

<p>California State University Northridge (CA)</p>	<p>SPEAK Themed Living Community</p>	<p>“The SPEAK Themed Living Community* is designed for students of all majors who desire to participate in meaningful, intentional, and brave discussions, programs, and events about social change. Through open and progressive discussions residents will apply the core values of SPEAK (Stand Process Empower Advocate Knowledge). SPEAK, is more than a CSUN Housing Experience, it is a community of matadors engaged in creating a culture of social change. SPEAK leaders are encouraged to get involved in Student Housing, CSUN and their greater communities.”</p>	<p>Matasphere Themed Living Community</p>	<p>“The Matasphere Themed Living Community brings together students who are interested in sustainability and environmental conservation to plan and implement efforts to reduce waste and consumption in Student Housing. Residents will be on the front lines of sustainability efforts in the residence halls and engage with community partners on new practices and programs to conserve resources.”</p>
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<p>Cornell University (NY)</p>	<p>Ecology House</p>	<p>“Students who live here vary in their experience saving the planet, some helping shape fossil fuel laws in their home country and some just learning about concepts like phantom power. Eco has multiple avenues for residents to get involved with environmentalism, from transitioning the hall to solar power to offering 10+ recycling options to maintaining a Swap Shop and Textbook Library for residents to reuse items within the community. One of the community's favorite traditions is the annual retreat in the Adirondacks, and programming is abundant through our five house committees: EcoAdventures, EcoCreates, EcoEats, Project Greenhouse, and the Sustainability Committee.”</p>	<p>Multicultural Living Learning Unit</p>	<p>“An important part of the McLLU community is academic and social programming. All residents are invited to participate in a series of McLLU programs known as ‘McLLUnity Nights,’ led by residents, Cornell faculty, and staff on topics about identity, activism, expression, current events, and culture.”</p>
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Davidson College (NC)	Sustainability Cooperative			
Eastern Kentucky University (KY)	Global Village	<p>“Students interested in exploring and engaging with what it means to be a global citizen ... Service learning opportunities with various campus and community partners ... Opportunity to engage with faculty and staff members from across the university, building connections around diversity and awareness.”</p>		
Evergreen State College (WA)	Legacy Hall	<p>“Legacy Hall is an intentional living community on campus where students from a variety of cultural backgrounds and multiple intersectional identities live together in a community grounded in racial justice and multicultural student success at Evergreen. The aspiration for this space is to ground a space of home, visibility and support for students of color in housing and campus broadly.”</p>	Rainbow Fort	<p>“This safe-space gender-inclusive housing is for students who identify as lesbian, gay, bisexual, pansexual, queer, questioning, transgender, gender non-conforming, gender queer, asexual, and/or intersex, as well as committed allies. Rainbow Fort is designed to promote personal growth and community building within a safe and supportive environment. Designations such as biological sex, sexual orientation, gender identity, or gender expression are not used in making housing assignments in this community. ”</p>

**George Mason
University
(VA)**

[Leadership &
Community
Engagement: Em-
brace Your Passion
for Service](#)

“Live with like-minded peers interested in exploring social concerns in order to become an active part of solutions through community engagement. Members examine local and global issues through academic study and activism, with an emphasis on leadership, positive change and active citizenship.”

[LGBTQ+](#)

“The LGBTQ+ LLC strives to create an on-campus environment of care, support, and trust; both within LGBTQ communities and across lines of gender, sexual orientation, race and ethnicity, culture, religion, ability, and other identity groups. We invite students who identify, their allies and any community members interested in creating a more inclusive on campus community to apply.”

<p>Gonzaga University (WA)</p>	<p>Global Citizenship</p>	<p>“Anyone passionate about identity development, interested in developing an understanding of social justice, and intentional about becoming a global citizen is encouraged to apply. The hall’s sequential programming is designed to encourage a reflection on the self as an intersection of identities, to foster global understanding and citizenship, and to engage and celebrate difference in community.”</p>	<p>Solidarity and Social Justice</p>	<p>“The Solidarity and Social Justice LLC is a partnership between Housing and Residence Life and Gonzaga’s Solidarity and Social Justice academic department. This LLC is designed for sophomore students with a passion for social justice that extends beyond the classroom. Admission preference to this community is given to students with majors or minors in Solidarity and Social Justice, Native American Studies, Sociology, Women’s and Gender Studies, and/or Environmental Studies.</p> <p>Through living in community with other students who share similar interests, residents are able to foster an understanding of their own identity, local and global cultural difference, and social justice action. Residents in this community are provided opportunities to further their own social justice passions within and beyond the Gonzaga community through a one credit course per semester, monthly community dinners, and service-engage-</p>
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Indiana University Bloomington (IN)

[Civic Leaders Center](#)

“Civic Leaders not only give back to their community through service projects, but also learn how to maximize their Indiana University education and launch careers that include a meaningful civic or service component.”

[Inspire](#)

“We will seek answers to these types of questions through seminar discussions, excursions, service-learning experiences, and special events with faculty members, alumni, and community partners. We will develop critical thinking and problem-solving skills as we inspire each other to live and work together for the greater good. You will have opportunities to explore educational issues you care about most and address challenges affecting our schools in a globally interconnected world.”

Marquette University (WI)

[Dorothy Day Social Justice Community](#)

“The Social Justice Living Learning Community is an opportunity for sophomore students to live on a floor in Straz Tower and focus on creating positive social change. ... The courses include a service-learning component designed to enhance students’ academic experience through engagement with Milwaukee. ... Spend your sophomore year living with others who have similar goals: advocating for justice issues, whether poverty or fair trade, the environment or education.”

<p>Marquette University (WI)</p>	<p>Dorothy Day Social Justice Community</p>	<p>“The Social Justice Living Learning Community is an opportunity for sophomore students to live on a floor in Straz Tower and focus on creating positive social change. ... The courses include a service-learning component designed to enhance students’ academic experience through engagement with Milwaukee. ... Spend your sophomore year living with others who have similar goals: advocating for justice issues, whether poverty or fair trade, the environment or education.”</p>		
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Miami University of Ohio (OH)

[Community Justice and Well-Being](#)

“This interdisciplinary program is designed to encourage and facilitate place-based education in urban settings around issues of social justice, broadly defined. Open to all majors, students will collaborate with community members in a project- and place-based approaches to learning. The Community Justice and Wellbeing LLC provides students with the unique opportunity to collaborate with students, staff, faculty, and community stakeholders affiliated with the new Initiative for Community Justice and Wellbeing (ICJW). The ICJW supports publicly engaged collaborations designed to transform education, health and wellbeing across communities and through innovative partnerships in shared critical learning, teaching, and research.

Students can also make progress towards earning the new Fostering Just Communities (FJC) certificate.”

[IDEAS: Gender Inclusive Living Environment](#)

“This community is open to all students on the gender identity and sexuality spectrum and their allies. The IDEAS (Intersectional Diverse Equality Advocating Students) LLC is dedicated to creating a gender inclusive space for students during their residential experience at Miami. This community supports students who identify as transgender or gender non-conforming in choosing (or being placed with) a roommate of any gender.”

<p>Occidental College (CA)</p>	<p>Food Justice</p>	<p>“The Food Justice House creates a community within Occidental College that fosters the development of sustainable food practices and instills awareness of the possibility of an environmentally conscious and socially aware lifestyle of eating and cooking ethically.”</p>	<p>Multicultural</p> <p>“The Multicultural TLC is a space where diversity and multiculturalism are promoted and nurtured. The experiences that are gained here are intended to prepare residents to lead and thrive in an increasingly globalized society, with an emphasis on social justice and service. The Multicultural TLC is a space where students may discuss their differences and pluralistic identities.”</p>
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**Saint Mary's
College of
California
(CA)**

[Gaels 4 Justice](#)

"The Gaels 4 Justice living-learning community course (SOC 008) is designed to provide students with an academic context in which to make meaning of the living-learning experience and deepen their learning in leadership, spirituality, and social justice within Catholic social thought and the five Lasallian core principles."

[Santiago
Community](#)

"The Santiago Community is a designated "living-learning community" at Saint Mary's for students who desire to explore community, justice, and spirituality. It is named after Brother James Miller, FSC. Br. Santiago worked with the indigenous people of Guatemala. He died tragically in Central America when his work to educate the poor came in opposition to the military powers.

In keeping with Br. Miller's namesake, the Santiago Community seeks to create inclusive communities that work to cultivate a more just world. Members of the Santiago Community will connect with new friends and mentors, join local communities and individuals engaged in critical work, and explore questions of meaning and purpose.

Santiago Community participants aspire to uphold Br. Miller's legacy by exploring justice, living and learning together in community, and engaging their purpose and direction through

<p>Southern Oregon University (OR)</p>	<p>Green House</p>	<p>“The SOU Green House is an exciting new solution-oriented learning community here at Southern Oregon University that will be focused on sustainability, adventure, leadership, and applied research. Students, faculty and community members will work together to understand and solve problems through investigation, collaboration and action. Please browse our site to learn about the opportunities available to you to make a difference in your community, state, country and world.”</p>	<p>Skeptic House</p> <p>“Students will develop a collaborative multimedia project such as a documentary providing coverage of the value of vaccinations, or develop a grant proposal for a local non-profit, or write and publish a research paper or series of short stories, or design a web or handheld device application. ... Developing your leadership and advocacy skills through real-world experience with community organizations.”</p>
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University of Colorado Boulder (CO)

[Multicultural Perspectives LLC](#)

“The program’s focus is on providing community and programming to students interested in social justice, diversity and identity development. ... Students will further their understanding of topics of social justice, civility and service through programming and activities. Students will take an active step towards supporting communities and intentional efforts around reshaping the campus climate.”

[Lucile B. Buchanan LLC](#)

“The program’s focus is on providing students the opportunity to engage in dialogue around cultures of the African and black diaspora, identities and social justice issues.”

<p>University of Florida (FL)</p>	<p>Global</p>	<p>“The goal of the Global Living Learning Community is to help residents become citizens of the world by bringing the world into this community through intercultural awareness, music, art, language, faculty-led discussions, and an introduction to a variety of campus, community, and global resources. ... Become a citizen of the world in this unique community that strives to educate leaders for a global community. Residents can participate in opportunities to explore intercultural awareness, sustainability opportunities, current world events, and the global connections between us all.”</p>		
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<p>University of Iowa (IA)</p>	<p>All In</p>	<p>“Explore and celebrate LGBTQ+ culture and identity. You will be connected with numerous campus resources and organizations to understand, explore, and contextualize the experiences of LGBTQ+ individuals. This community was founded by LGBTQ+ students with the intent of creating LGBTQ+ friendly housing options for students.”</p>		
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**University of
Massachusetts
Amherst (MA)**

[Nuance: Multi-cultural Student Community](#)

“Nuance is designed for students who want to explore and bridge commonalities and differences across their diverse social identities, including race/ethnicity, gender, religion, sexual orientation, and socioeconomic class. Whether pursuing a program of study related to social justice or simply interested in dialogue and exploration of these issues, students will have opportunities to take classes together, engage in dialogues with each other, and connect with campus organizations and centers focused on social justice. Students will develop awareness, knowledge, and skills to collaboratively create an inclusive residential community.”

[Impact: Self Awareness, Social Justice & Service RAP Fall 2018](#)

“Impact: Self Awareness, Social Justice & Service RAP is a year-long Service Learning RAP developed and coordinated through the UMass Amherst Office of Civic Engagement & Service Learning (CESL), which deeply integrates social justice theory, learning through community engagement, self-exploration, and self-awareness. ... The fall semester required course delves into social justice theory and awareness building through readings, activities, written reflections, mindfulness practice and dialogues. By the end of the semester students will have a greater self awareness of how they fit into the diverse world community. Students explore the many ways that their service experience connects with their personal and academic lives. The spring semester required course continues exploring themes of social justice but with a focus on elements of leadership in these issues. What is leadership? How do we lead? Students take action with their own

**University of
Minnesota
(MN)**

[Lavender House](#)

“Do you want to live with a group of awesome, inclusive queer and transgender students and form a tight-knit community during your first year of college? Join Lavender House! Lavender House is open to any students who identify with the gay, lesbian, bisexual, transgender, queer, intersex, and asexual community. Students in this Living Learning Community are able to explore and express their whole selves, including their gender identities and sexuality in a safe and affirming environment.”

[Social Justice Action](#)

“Are you interested in gaining a deeper understanding around social justice concepts? Do you want to have meaningful conversations with your peers about social justice? If so, then the Social Justice Action community is for you! By joining this community, you will enhance your leadership skills related to social justice concepts and have the opportunity to work with other students through peer education and outreach. Community members will receive priority in attending the annual Social Justice Leadership Retreat and will contribute to the development of the retreat.”

<p>University of Montana (MT)</p>	<p><u>Gender Inclusive Community</u></p>	<p>“The Gender Inclusive Community is a mixed gender housing option designed to better support the safety, security, and community needs of all students. This option allows residents to choose to live in a community that is supportive of all students, including those who may identify as transgender or genderqueer, are more comfortable living with someone of a different sex or gender, do not prescribe to normative gender classifications, or allies. This floor will offer an environment that acknowledges the importance of identity and allows students to live on a floor where room placement and roommate assignments are made regardless of sex or gender identity/expression. The communal bathroom and shower room with individual stalls will be used by all residents of the floor regardless of sex or gender. Students must opt in to this community, and those who are placed here must agree to support a safe, welcoming, and inclusive environment for all students, regardless of sexuality, gender identity/expression, or other identities.”</p>		
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**University of
Nevada, Las
Vegas (NV)**

[Stonewall Suites](#)

"This community is designed to provide a safe, comfortable and educational living and learning environment for LGBTQ+ students and their allies, as well as a being an inclusive environment for students who identify as any gender. All suites in the Stonewall community are gender inclusive; students may choose to live with other students of any gender. Students living in this community will have opportunities to further develop their identity through ongoing programming and connections to faculty, staff and campus resources."

<p>University of New Mexico (NM)</p>	<p><u>Community Service</u></p>	<p>"Connects residents who want to be actively involved through service, changing the world for the better economically, environmentally, politically, and socially."</p>		
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**University of
North Carolina
Chapel Hill
(NC)**

[Pride Place](#)

“Pride Place is a residential community committed to the personal wellness and academic success of students of all sexual orientations, gender identities, and gender expressions at the University of North Carolina at Chapel Hill. We envision a housing community in which every LGBTQ+ student feels safe, included, and empowered. As residents, students will learn about the LGBTQ+ community and its many intersections, build relationships, and actively engage in the community.”

[Service &
Leadership](#)

“The Service & Leadership Residential Learning Program (S&L) is an initiative of the Department of Housing and Residential Education at UNC-Chapel Hill in partnership with APPLES and Carolina Leadership Development. We strive to promote a vibrant community of socially conscious individuals focused on developing exemplary leadership skills through academic-, service-, social-, and community-based experiences. Our aim is to enhance the residential and academic experience of students who select to be a part of our unique community and our spring semester course.”

<p>University of Pennsylvania (PA)</p>	<p><u>Music and Social Change</u></p>	<p>"This residential program is special in two ways- -first, it requires that residents donate 3 hours per week to volunteering in a West Philadelphia music class for the entire academic year and second, all residents take a Freshman Seminar together spread across the first-year (as a .5cu course in Fall and Spring terms). In addition, the program includes attending concerts together across Philadelphia in a wide range of genres and styles, exploring the history of West Philadelphia's educational and musical institutions, and having dinner discussions with academics whose work specializes in the ties between music, social class, race, and economic mobility."</p>	<p><u>Eco-House</u></p>	<p>"Residents of the Eco-House work together to reduce their environmental impact and to engage the campus and broader community on sustainability issues through personal choices, projects, and events."</p>
<p>Ursinus College (PA)</p>	<p><u>Africana and American Studies House</u></p>	<p>"At the Africana and American Studies House in Cloake Hall, students put on events like "Black Music Trivia" and discussions on the intersectionality of race, gender, and sexuality."</p>	<p><u>Queer House</u></p>	<p>"There, students can partake in discussions on queer characters in media or make personal pizzas and discuss pansexuality."</p>

<p>Whitman College (WA)</p>	<p>Global Awareness</p>	<p>“Residents of the Global Awareness House focus on raising campus awareness about world issues such as hunger, population, and human rights. In the past, some events that The Global House has sponsored include the hunger banquet, forums featuring professors from Whitman’s Politics Department, and student discussions about topics such as culture shock.”</p>	<p>MECCA</p> <p>“Established in 1977, the MECCA (Multi-Ethnic Center for Cultural Affairs) House has four bedrooms and comfortably houses an average of four residents and one Resident Assistant. This house focuses on raising diversity awareness on Whitman’s campus by celebrating and promoting different cultures. For example, some traditional events that take place here include race discussions, international potlucks, international current events forums, and activities related to different cultures.</p> <p>The MECCA House is affiliated with the Intercultural Center and is assigned an adviser from this office. At least once in the semester, the house adviser is invited over for dinner to discuss the programs that MECCA’s residents are planning for the semester.</p> <p>Residents of MECCA House are responsible for completing weekly chores, having active involvement within the house and the Interest House Community, and promoting</p>
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Chart 15: Bias Incident Response Teams

Institution	Office of Bias Response	Sample Language
Brandeis University (MA)	Bias Related Incident Reporting Form	"Including racism, graffiti, hate speech"
Brooklyn College, CUNY (NY)	Behavioral Education and Support Team (BEST)	FAQ: "What do you report to BEST? Anything that worries you might prompt you to make a report."
Cornell University (NY)	Bias Assessment and Review Team	<p>What is Bias? "Under Cornell's specific definition, a bias incident is action taken that one could reasonably and prudently conclude is motivated, in whole or in part, by the alleged offender's bias against an actual or perceived aspect of diversity, including, but not limited to, age, ancestry or ethnicity, color, creed, disability, gender, gender identity or expression, height, immigration or citizenship status, marital status, national origin, race, religion, religious practice, sexual orientation, socioeconomic status, or weight."</p>
Davidson College (NC)	Bias Incident	<p>"Examples of Bias Incidents Racial and Ethnic Stereotype Theme Parties - Student organizations and Greek letter organizations that host theme parties or Halloween parties that encourage people to wear costumes and act out in ways that reinforce stereotypes create a campus climate that is hostile to racial and ethnic minority groups. ... Professors who make pejorative comments or stereotypes about a protected class of people, i.e. females, religious minorities, racial minority groups, or people with disabilities are also guilty of committing a bias incident. ... Making sexual comments, jokes, or gestures may create a hostile work environment. Even displaying pictures and items that convey sexually inappropriate messages may also contribute to the climate in the work place. Various people can be negatively affected by these comments and images, including bystanders."</p>
DePaul University (IL)	Reporting a Bias Incident	"Reporting Process ... Speaking to a representative of the Office of Institutional Diversity and Equity at their office."

<p>Evergreen State College (WA)</p>	<p>Bias Incident Response Team</p>	<p>Bias Related Incident Response Protocol: “A bias incident is conduct, speech or expression that is motivated by bias based on the person’s group status but which does not involve criminal behavior. ... To constitute a hate crime or bias incident, sufficient objective facts must be present to lead a reasonable and prudent person to conclude that the actions in question are more likely than not motivated by bias toward the status of a targeted individual or a group. The Protocol will be initiated when an alleged hate crime or bias incident is reported.”</p>
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<p>George Mason University (VA)</p>	<p>Bias Incident Reporting Team</p>	<p>Report Bias Motivated Incidents: “Often incidents involving Implicit or Explicit Bias, prejudice or otherwise disrespectful acts may be constitutionally protected speech, and therefore not subject to University disciplinary action or formal investigation. However, this Bias Related Incident reporting process helps Mason record and evaluate such occurrences for climate assessment and planning purposes. ... A bias incident is an act of discrimination, harassment, intimidation, violence or criminal offense committed against any person, group or property that appears to be intentional and motivated by prejudice or bias. Such are usually associated with negative feelings and beliefs with respect to others race, ethnicity, national origin, religion, gender, gender identity, sexual orientation, age social class, political affiliation, disability, veteran status, club affiliation or organizational membership.”</p>
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<p>Gonzaga University (WA)</p>	<p>Bias Incident Assessment & Support (B.I.A.S.) Team</p>	<p>“A bias incident, on the other hand, is non-criminal conduct, speech, or expression motivated, in whole or in part, by bias or prejudice against an individual or group of people because of their real or perceived characteristics. ... Our commitment to openness and free expression, however, does not protect harassment or expressions of bias or hate based on social identity. ... Bias incidents typically result in emotional discomfort, mistrust, insecurity, and distress for the targeted person(s) and may limit the ability of people to work, study, or participate in college life. They also damage our ability to create an inclusive and welcoming campus. ... Racial and ethnic stereotype theme parties.”</p>
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<p>Indiana University Bloomington (IN)</p>	<p>Care Team</p>	<p>Examples of Bias Incidents: “We’re talking about intolerance, discrimination, hostility, harassment, hate, mistreatment, prejudice, bigotry, injustice, favoritism, homophobia, xenophobia, racism, tendency, ageism, privilege, marginalization, retaliation, bullying, incivility, stereotyping, and microaggressions. ... A mother is breastfeeding her child and hears an inappropriate comment about breastfeeding in public. ... A person intentionally ridicules another person for the pronouns that person uses. ... A veteran is presumed to be unstable or hears a joke about PTSD. ... Please note that this list is not all encompassing. If you believe you have experienced or witnessed a bias incident, please report it.”</p>
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Lafayette College (PA)	Bias Response Team	"A "bias-related incident" is any incident in which an action taken by a person or group is perceived to be malicious or discriminatory toward another person or group."
Lake Forest College (IL)	Bias Incident Response Process	"This Bias Incident Response Process ("BIR Process") is designed to respond to incidents by, between or among students that can be more difficult to define than harassment or discrimination, but that can nonetheless harm or threaten individuals or groups based on characteristics of identity including, but not limited to, sex, pregnancy, gender identity or expression, race, color, creed, national or ethnic origin, religion or religious affiliation, sexual orientation or preference, age, marital or family status, disability, or veteran status. Illustrative examples of potential bias incidents include targeted graffiti or vandalism, homophobic or sexist jokes, racist epithets, religious slurs, or demeaning remarks on social media. Bias incidents may or may not be intended to cause harm."
Marquette University (WI)	Bias Report and Support System Team	<u>Bias Incidents:</u> "A bias incident is any discriminatory or hurtful act that appears to be motivated or is perceived by the victim or victims to be motivated by race, ethnicity, religion, age, national origin, sex, ability, gender identity or expression, sexual orientation, , veteran status, socioeconomic status or language. ... Reports summarizing incidents of bias will be made available to the Vice President for Student Affairs and the Provost. In addition, summary reports indicating the types of bias that have been reported will be made available to members of the university community. These summary reports will also inform choices about future education and prevention programming efforts to address and reduce bias incidents at Marquette. In the event that the reported incident is a violation of university policy or federal, state or local statute, the university may be required to take specific action to address the incident and its effects."
Miami University of Ohio (OH)	No Hate Initiative	"Bias is a preformed negative opinion or attitude toward a group of people based on race, religion, ethnic/national origin, gender, gender identity, sexual orientation, or disability."
Northwestern University (IL)	Bias Incident Response Team (BIRT) and Respect NU	<u>Hate & Bias Report Form:</u> "Comment in Class or Assignment ... Emotional Assault/Attack ... Offensive Picture or Image ... Verbal Attack/Assault."
Occidental College (CA)	Bias Incident Response Team	"Filling out the form below will activate the Bias Incident Response Team to follow-up. "

Pacific University (OR)	Bias Incidents and Hate Crimes	"A Bias Incident is actions that are motivated by prejudice or hate, but may not meet the necessary elements required to be a crime. This includes any act, including conduct, speech, or expression, in which biased motive is a clear contributing factor."
Pomona College (CA)	What is a Bias-Related Incident?	"Bias-related incidents are expressions of hostility against another individual (or group) because of the other person's (or group's) race, color, religion, ancestry, national origin, disability, gender identity or expression and sexual orientation, or because the perpetrator perceives that the other person (or group) has one or more of these characteristics. ... Such [free] speech and expressive conduct, however, may be inconsistent with the College's community values and it may present an opportunity for open dialogue, debate and better understanding of the scope of protected speech and the role of tolerance in a community."
Saint Mary's College of California (CA)	Bias Incident Response Team	" We aren't the thought police or speech police. We don't tell people what to think or how to talk. We do support the students whose ability to feel safe, at home, and welcome in our community is frustrated by the prejudicial behavior of those around them."
Southern Oregon University (OR)	Bias Response Team	"We recognize that incidents related to diversity and inclusion can be complicated and complex, so even if a member of the campus community (faculty, staff, student, or visitor) isn't sure if what they experienced is bias, we encourage them to submit a report or talk to someone on the bias response team."
University of Alabama Birmingham (AL)	Bias Incident Response Team	"When a bias-related incident occurs, a coordinated, appropriate, and timely university response will be implemented. For example, an isolated incident involving two students may be managed with mediation and individualized educational interventions. If a pattern of incidents is present, the response may involve educational programming for particular communities and/or all UAB students."
University of Florida (FL)	U Matter We Care	"As a Gator, you have an obligation to take an active role in fostering an appreciation for diversity and sending the message loud and clear that bias-related acts will not be tolerated."

University of Iowa (IA)	Campus Inclusion Team	<p>“The CIT evolved from student requests for the UI to create a mechanism for reporting incidents of bias on campus. ... Due to concerns about its effect on academic freedom and freedom of speech, UI officials decided a sounding-board approach would be a better fit than a more formal bias response team. ... The informal process means the CIT cannot investigate complaints or concerns, nor can it hand down discipline or punishment. ... UI faculty had concerns about a more formal bias response team because of its potential negative effects on material taught in the classroom, and on classroom discussion of controversial topics.”</p>
University of Massachusetts Amherst (MA)	UMatter	<p>“A bias incident is a hateful action taken against people or property that does not appear to constitute a crime or actionable discrimination, but which may intimidate, mock, degrade, or threaten a member or group. Hateful and offensive speech or symbols, although repugnant, are not necessarily violations of civil rights law or crimes. Violations of the Code of Conduct are investigated and determined by Student Conduct and Compliance.”</p>
University of Michigan (MI)	Bias Response Team	<p>“The Bias Response Team (BRT) is committed to providing support for those who may have been targets of or affected by bias. The BRT works to ensure that appropriate University resources and expertise are made available to anyone who feels they have been harmed by bias. Therefore, anyone who feels they have been affected by an incident of bias is encouraged to make a report to the BRT, so the University can offer assistance. The BRT cannot impose discipline and no one is required to participate in any aspect of the BRT’s work. Its purpose is to assist those who feel aggrieved, to help students, faculty or staff understand how their behavior has affected others and, over time, to contribute to the maintenance of respect and understanding among members of the University community. ... A bias incident is conduct that discriminates, stereotypes, excludes, harasses or harms anyone in our community based on their identity (such as race, color, ethnicity, national origin, sex, gender identity or expression, sexual orientation, disability, age, or religion). Bias may stem from fear, misunderstanding, hatred or stereotypes. It may be intentional or unintentional.”</p>
University of Minnesota (MN)	Bias Response Referral Network	<p><u>What is a bias incident?</u> “A bias incident is an act of bigotry, harassment, or intimidation that is motivated in whole or in part by bias based on an individual’s or group’s actual or perceived race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. Bias often stems from fear, misunderstanding, hatred, or stereotypes and may be intentional or unintentional.”</p>

University of Missouri (MO)	Report Bias	"Bias incidents are instances of verbal or non-verbal conduct or behavior that is threatening, harassing, intimidating, discriminatory, or hostile. This can be an incident you have directly experienced. It can also be an incident witnessed as a third party against any person, group, or property which you believe discriminates, stereotypes, harasses, or excludes anyone based on some part of their identity. Examples of such identities can range from, a person's age, skin color, ability status, gender, gender identity, height, weight, marital status, national origin, race, ethnicity, religion, sexual orientation, or veteran status. Bias can also be reported in confidentiality and anonymously. Have you witnessed or experienced an act which you believe discriminates, stereotypes, harasses or excludes anyone based on some part of their identity? Don't be silent when you feel or know something is wrong."
University of Pennsylvania (PA)	Bias Incident Reporting Form	
University of Washington (WA)	Bias Incident Advisory Committee	Report an Incident : "I am filing this report on behalf of another individual(s) who IS NOT aware that I am doing so."
University of Wisconsin Madison (WI)	Bias or Hate Reporting	"Incidents of bias can include, but are not limited to: micro-aggressions, slurs, degrading language, epithets, graffiti, vandalism, intimidation, symbols, assault and harassment."
Ursinus College (PA)	Discriminatory Act Response Team	"Even if the College determines that a discriminatory act did not occur, the sentiments expressed in such situations may be evidence of community tensions or conflict that call for further discussion. The Discriminatory Act Response Team aims to stand by those marginalized or injured by such situations and to set the stage for communal reparations."
Washington State University (WA)	Bias Hotline	"If you witness or experience something that discriminates, stereotypes, excludes, or harasses anyone based on some part of their identity – such as race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap, report it immediately."
Whitman College (WA)	Bias Reporting and Response	"Bias incidents—that cause hurt or discomfort based on individual characteristics such as race, gender, religion or sexual orientation—disrupt these goals and can cause harm to individuals and our community."

Chart 16: Break and Study Abroad Programs

Institution	Break Programs and Study Abroad	Description	Break Programs and Study Abroad	Description
Arizona State University (AZ)	Study Abroad: Nepal, Ecuador	<p>“With crucial support provided by the Walton Sustainability Solutions Initiatives and ASU’s School of Sustainability, participants learned first-hand about social justice, capacity building, entrepreneurship, and community empowerment.”</p>		
Barnard College (NY)	SIT: Social Justice and Sustainable Development		SIT: Cultural Identity, Social Justice and Community Development	

Belmont University (TN)

[Belmont in Haiti & the Dominican Republic: One Island, Two Countries, Many Cultures](#)

“Compare the two countries of Haiti and the Dominican Republic and explore issues of poverty and injustice. Combine classroom experiences with volunteer work in Haiti/Dominican Republic and develop a better understanding of poverty alleviation, bringing about justice and how issues of public health affect both poverty and injustice. Immerse yourself in two vastly different countries that share one island. Several NGOs will be visited in Haiti. In the Dominican Republic students will have the opportunity to learn about the work of the International Justice Mission, as well as DRVision, an organization that provides employment and empowerment for women.”

[Belmont in Australia: Poisons and Social Justice Down Under](#)

“Join us on an adventure to OZ (that’s what the Aussies call it) where we will learn about Australian wildlife, customs, and current movements aimed to reverse the degradation of various habitats. In this program we will blend the concepts of science and math as they relate to social justice and ecological issues.”

Brandeis University (MA)

[Social Justice and Social Policy Study Abroad Programs](#)

Cabrini University (PA)

[Guatemala Short-Term Study Abroad](#)

“Working for Justice in Guatemala” - Spring 2018 ... Upon return, students consult with Catholic Relief Services and learn how to promote and advocate for Integral Human Development in Guatemala. This aspect of the course might involve advocacy in Congress regarding long-term development aid or by organizing and leading fair-trade projects.”

<p>Cornell University (NY)</p>	<p>SIT: Chile, Cultural Identity, Social Justice, and Community Development</p>	<p>“Major Topics of Study Chile’s “successful” economic model, development, and social inequalities, Community responses to Chile’s socioeconomic changes, The Pinochet regime, human rights violations, and Chilean history, Truth, justice, and reconciliation, Challenges facing Chile’s indigenous peoples.”</p>	<p>MSID Senegal</p>	<p>“Study international development in Senegal, a fascinating French-speaking country seen as a bridge between Africa and the West. You’ll also contribute through an internship or research project with a nonprofit organization while you are there. Explore the complexities created by issues such as environment, globalization, public health, and social justice.”</p>
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Davidson College (NC)

[SIT Study Abroad
South Africa:
Community
Health and Social
Policy](#)

“Major Topics of Study
... Rural health and social justice.”

DePaul University (IL)	Berlin, Germany	<p>“Each course in the program incorporates Berlin as part of the “living classroom” through which students will examine major world events as they relate to law and social justice lawyering. ... Each course will provide unique experiential learning or praxis-based skills to develop advocacy-based careers. The program specifically seeks to explore the critical traditions in human rights law and how they relate to specific justice struggles confronting immigrants, religious minorities, communities of color, women, LGBT, and trans*people in Germany and the U.S.”</p>	Service Immersions	<p>“Each year over 150 DePaul students choose to dedicate their Spring or Winter break to service, reflection, simplicity, community, spirituality and social justice during a Service Immersion.”</p>
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George Mason University (VA)	Chains & Change: African Social Justice & Entrepreneurship	<p>“The second course, “Social Justice and Entrepreneurship,” introduces students to issues of social justice in the context of inclusive governance in Africa. Students have the opportunity to hear from practitioners working in the area of social justice and look at the root causes of current injustices – be they in terms of distribution of wealth, opportunities, resources and privileges – examining gender, race, class, and sexuality as sites of power difference.”</p>
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Lafayette College (PA)	From Me To We: A Social Justice Experience	<p>“[Students] ... come together in an intensive exploration of the foundations of social justice. The retreat offers a safe space for authentic dialogue between emerging student leaders and encourages them to build a coalition toward social change on campus and in society at large. Through participation in this retreat, participants will be able to: question norms and structures for how different populations interact, emphasizing ways relationships can be fostered and strengthened to ensure meaningful discourse and collaboration across issues of diversity; describe one’s multiple identities within a social justice framework and to apply this knowledge in understanding the relationship between one’s identities and those of others.”</p>		
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Lake Forest College (IL)	ECUADOR - Min- nesota Studies in International Development	<p>“Experience contemporary Ecuadorian culture—a blend of indigenous and Spanish colonial—while improving your Spanish language skills. You’ll also contribute to an internship or research project with a nonprofit organization while you are there. Explore the complex realities around issues such as environment, globalization, public health, and social justice.”</p>	JERC Rome	<p>“Social justice is a core tenet of the Jesuit philosophy of faith and service, with a particular call to defend the weak, the oppressed, and the marginalized. The John Felice Rome Center takes up that charge through service opportunities that bring students into direct contact with the less fortunate members of Italian society.”</p>
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Northwestern University (IL)	Chile: Cultural Identity, Social Justice & Community Development	<p>“Through field-based, experiential program courses, intensive language courses and an independent study project or internship, explore Chile’s recent political and social history and discover how Chileans are working to reconcile with the past and create a more equitable and culturally inclusive society.”</p>		
Occidental College (CA)	SIT Study Abroad Bolivia: Multiculturalism, Globalization, and Social Change	<p>“Sample Topics: Systems of Andean community justice in rural communities; Integrating traditional midwives into rural community hospitals serving indigenous families; Using dance to raise awareness of discrimination against Afro-Bolivians; Decolonizing education within Bolivia’s rural indigenous universities; Psychology of children of Bolivian migrants; Women leading the fight against mining contamination in their communities.”</p>	SIT Study Abroad Chile: Cultural Identity, Social Justice, and Community Development	<p>“Key Topics of Study Chile’s “successful” economic model, development, and social inequalities; Community responses to Chile’s socioeconomic changes; The Pinochet regime, human rights violations, and Chilean history; Truth, justice, and reconciliation; Current civil societies.”</p>

<p>Pacific University (OR)</p>	<p>International Expedition</p>	<p>“This course prepares students to be better global citizens by exposing them to cultural, environmental and social justice issues while experiencing an outdoor adventure trip in an international setting. Students develop judgment, decision-making, and critical thinking skills so that they can more effectively plan and execute expeditionary trips on their own in the future. During the travel course, students will participate on a week-long wilderness expedition. Throughout this course students will experience growth by opening themselves to new ways of thinking and seeing the world.”</p>		
<p>Pennsylvania State University Harrisburg (PA)</p>	<p>Alternative Breaks</p>	<p>“Alternative Breaks occur over the Spring Break and are a great way for Penn State students to be active citizens. Student who participate will have the opportunity to focus on a social issue and complete hands-on work that will help them to think globally about the social and cultural challenges that many people in society face.”</p>		
<p>Southern Connecticut State University (CT)</p>	<p>International Field Study in South Africa: GEO 405 - Environmental Justice</p>	<p>“Examination of developments and issues in the field of geography. Special Focus: land use and sustainable developments in South Africa’s Western Cape Province.”</p>		

Stony Brook,
SUNY (NY)

[Universidad de las Palmas de Gran Canaria](#)

“The ULPGC is located on the island of Gran Canaria (Canary Islands). It offers a wide range of education in all the major fields of knowledge. It also offers the university community a wide range of cultural and sports activities to complement academic learning, promoting values such as solidarity, social justice, gender equality, and respect for diversity and the environment among members of the community.”

University of Colorado Boulder (CO)

[PACS and Study Abroad Programs](#)

“PACS recognizes that study abroad courses often provide valuable study about peace-making, whether in conflict resolution, development, religious issues, economic issues, or environmental issues. ... Below are some examples of popular programs with peace themes: ... Brazil: Culture, Development, and Social Justice ... Chile: Culture, Development, and Social Justice ... Switzerland: International Studies, Organizations, and Social Justice ... South Africa: Service Learning.”

[Service-Learning Education Abroad](#)

“Service learning is a type of civic engagement which offers students coursework that engages students in activities that address human needs. It weaves course content and service together so that each complements the other, involves reciprocity with the community (both the community and student/university are equal partners), and each gains from the other and reflection - having significant opportunities to reflect on one’s service and experiences and engage theory and knowledge reflexively with experience.”

University of
Florida (FL)

[Florida Alternative Breaks](#)

“Florida Alternative Breaks (FAB) is a University of Florida program that sends out service-learning trips based on specific social issues during academic breaks. We believe education, strong direct service, and reflection are among several key components that set the FAB experience apart in terms of growth and impact, both for our participants and the communities we serve.”

University of
Michigan (MI)

[Study Abroad Provides Practical Application to Social Justice Issues](#)

[Prison Creative Arts Project, Study Abroad](#)

“The nation of Brazil has a long history of using theatre as a vehicle to discuss and promote social justice causes. In Brazil, you will collaborate with Brazilian theatre students and faculty while attending theatre classes at UniRio and observing the theatre work being done not just in Brazilian prisons but also in the Maré favela and in two hospitals in Rio de Janeiro. Learn about what theatre can accomplish in non-traditional settings and why people engage in performance practices in these challenging contexts.”

University of Minnesota (MN)

[MSID—International Development in Thailand](#)

“Study international development in Thailand, the only southeast Asian country not colonized by European powers and a hub for manufacturing, agriculture, and tourism. You’ll also contribute through an internship or research project with a nonprofit organization while you are there. Explore the complexities created by issues such as the environment, globalization, sustainability, and social justice.”

[Community Development, Empowerment & Social Justice in Kenya](#)

“Join a group of students who are passionate about community development, social justice, intercultural education, and service-learning to discover how citizens, communities, and NGOs are working to improve health and wellbeing, especially for vulnerable groups such as people living in extreme poverty, orphans, women and girls, and people living with HIV/AIDS.”

University of Missouri (MO)

[CIEE: Summer Community Development and Social Justice: Theory and Practice in Cape Town](#)

“The central component of this program is participation in community engagement projects and activities with various NGOs, schools and orphanages throughout the greater Cape Town community.”

University of New Mexico (NM)

[UNM Summer Field Courses in Sustainability](#)

“Biocultural Diversity and Social Justice in Ecuador ... Sustainable Development in Central America: Poverty, Inequality, and Growth in Nicaragua.”

<p>University of North Carolina Chapel Hill (NC)</p>	<p>SIT: Chile (Comparative Education and Social Change)</p>	<p>“Major Topics of Study Chilean educational system and the country’s current education crisis; Regional and national differences in educational systems; Popular, intercultural, and bilingual education; Role of ethnicity and diversity in educational practices; Educational policies, equity, and human rights.”</p>		
<p>University of Pennsylvania (PA)</p>	<p>Penn Alternative Breaks</p>	<p>“The PAB community engages in meaningful social justice work by prioritizing the voices and needs of those impacted by injustices, cultivating sustainable community partnerships, and facilitating collaborative learning. We provide students with the tools to explore their identity and how it affects their position in the communities we work with and in society as a whole. By integrating education, reflection, and direct service, we hope to foster an ongoing commitment to social change.”</p>		

<p>University of Washington (WA)</p>	<p>LGBTQ Program Crosses Border</p>	<p>“When Anu Taranath led a study abroad program in Mexico this summer, the focus was LGBTQ issues. ... During their stay in Mexico, the class met with 30 partners, some individually and others in roundtable discussions that covered everything from transgender women in prison to the impact of Trump’s presidency on human rights work in Mexico. “Each of our interactions stretched our understanding,” says Taranath. “All of it was related to queer and trans issues, but from slightly different angles.” ... In conversations with Mexican LGBTQ activists, they learned that migration is at the heart of all human rights work in Mexico and that migration is exponentially more difficult for queer or transgender individuals.”</p>	<p>Social Justice and NGO Activism</p>	<p>“Everyone talks about becoming a “global citizen,” but what does this really mean? This program explores this question by learning about the current scene of social justice activism in Bangalore through partnerships with non-governmental organizations (NGOs) throughout the city.”</p>
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<p>Washington State University (WA)</p>	<p>SIT Study Abroad India: Social Change and Sustainable Development</p>	<p>“Examine India’s socioeconomic development trends and how rethinking development is gaining urgency for shaping sustainable social change.”</p>
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<p>Whitman College (WA)</p>	<p>SFS: Cambodia Conservation, Ethics and Environmental Change</p>	<p>“Topics of study include migratory birds, water use, agricultural development, deforestation, and Buddhist social norms. In addition, during the semester students visit many key social justice organizations and international conservation non-governmental organizations.”</p>	<p>SIT: Nicaragua Youth Culture, Literacy, and Media</p>	<p>“Whitman students can explore Nicaragua a generation after the revolution and investigate how people in Nicaragua and Cuba are creatively advocating for change. In addition to many site visits in Nicaragua, students gain comparative perspectives on youth issues during an excursion to Cuba.”</p>
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Chart 17: Events

Institution	Social Justice Events	Description	Social Justice Events	Description
Arizona State University (AZ)	Arizona Writing and Social Justice Conference	<p>“The range of potential topics includes: border studies and writing, immigration issues, bi- and multi-lingual writing, refugee language-learning and writing, human rights literature and its histories, indigenous communities, prison writing, writing for and about sexual communities, community health and writing, writing for social movements, environmental justice literature, community-centered creative writing, homeless writers, working-class and labor writing, and more.”</p>	States of Incarceration National Exhibit	<p>“The latest assault on immigrants and noncitizens will destroy many lives before it is finished. But these attacks will be defeated for precisely the same reason that they are now energized: America has evolved. Join us for a lecture and conversation with Mark Dow, author of <i>American Gulag: Inside U.S. Immigration Prisons</i>.</p>
Barnard College (NY)	Activism and the Academy Conference	<p>“and with panels on: Expanding Feminism: Collaborations for Social Justice; Building and Rebuilding Societies in Africa; The Multiple Futures of Gender and Sexuality Studies; Writing, New Media, and Feminist Activism; Living and Working in the Borderlands; Women’s Literature and Feminist Learning; Archives and Activism: the Contemporary Turn; Transnational Feminisms Across the Americas; Social Justice and Civic Engagement in the Classroom; Using Knowledge, Advancing Activism; Academic / Activist Partnerships in Mexico Campus Activism; Activist Research: Working in Communities; The Feminist Ethnographer’s Dilemma”</p>	Barnard College Commencement	<p>“Abby Wambach, the all-time leading scorer in international soccer history and advocate for pay equity and LGBTQ rights, will deliver the keynote address to the Class of 2018.”</p>

Berea College (KY)	Peace and Pizza	"Shepherd Interns: Working with Refugees, Homeless, and Children ... The Criminal Justice System: Probation and the Sentencing Process ... Shepherd Interns: Community Organizing and Working with Children"	Social Justice News	"The American DREAMer: From Undocumented to Wall Street to Immigration Advocate ... Author, writer, speaker, and social justice advocate Julissa Arce will speak at Berea College on November 3 to share her story of helping to bring change to conversations about immigration and immigration reform."
Brandeis University (MA)	Louis D. Brandeis Legacy Fund for Social Justice	"Activist, scholar and journalist Peter Dreier, the Dr. E.P. Clapp Distinguished Professor of Politics at Occidental College, visited campus to deliver a lecture, "What Makes Social Justice Movements Succeed? Lessons from the Past, Present and Future."		
Brooklyn College, CUNY (NY)	The Policing and Social Justice Project at Brooklyn College			

<p>California State University Northridge (CA)</p>	<p>CSU-Northridge Performance Ensemble</p>	<p>“The Center for the Study of Media and Performance (CSMP) was proud to co-host a SDSU Common Experience Event, “Hollywood Bound.” The event was a three-day narrative workshop leading up to a final student performance led by CSU-Northridge Performance Ensemble. Together with Dr. Kurt Lindemann’s Communication class, Dr. Jeanine Minge and the Performance Ensemble investigated the ways sexism, classism, racism, and heterosexism are mapped on the bodies of those participating in the entertainment industry.”</p>	<p>Conscious Culture: A Social Justice Open Mic</p>	<p>“The Africana Studies Department “The Black House”, in collaboration with the Chicana/o Studies Department, the CSUN Slam Team, Revolutionary Scholars, Vocal Artillery and Civil Discourse & Social Change, cordially invites all CSUN students, organizations and faculty who are concerned with any, and all contemporary social justice issues, to come out and express yourselves, through poetry, prose, song, art and dance.”</p>
<p>City College, CUNY (NY)</p>	<p>The Student Empowerment Engagement Development Series (SEEDS)</p>		<p>Social Justice Week</p>	<p>“‘Act Out Social Justice’ will present five days of activities aimed at engaging the larger community - in particular the Latino community – in developing realistic ways to achieve social justice at this time in our nation’s history. The week-long series of events includes an interfaith dialogue, youth activities and a resource fair to begin an on-going, practical dialogue on equality and social justice.”</p>
<p>Cornell University (NY)</p>	<p>Social Justice Roundtable</p>	<p>“The Social Justice Roundtable (SJRT) is a monthly open forum series for members of the Cornell and Ithaca communities to discuss social justice issues affecting both our campus and community. During each roundtable, participants will investigate and discuss a compelling issue in social justice.”</p>		

Davidson College (NC)	The Social Justice Cabaret	<p>"Members of Dr. Sharon Green's Theatre for Social Justice class will share performance work they have developed this semester in collaboration with members of Davidson Lifeline, a local organization dedicated to addressing the stigma of mental illness and suicide. They will be joined by other Davidson students whose performances will address social issues such as health care systems, sexual assault, and more."</p>		
DePaul University (IL)	Social Justice/ Action & Community Mobilization at DePaul University	<p>"Mr. Revin Fellows, B.A. in Physical Education and Health, Aurora University, is a lifelong community organizer and activist in the social service sector in the greater Chicago area, focusing on social and cultural economic development in urban communities."</p>		
Gonzaga University (WA)	Communities for Justice	<p>"'Witness to Innocence: The Death Penalty and Race' ... 'Exploring Privilege' ... 'Deportation: The Origins of U.S. Immigration and Deportation Policy' ... Screening of Documentary 'Free Angela and All Political Prisoners' ... 'An Evening with Angela Davis'"</p>		
Hamline University (MN)	Social Justice Symposium	<p>"'Continuing A. Phillip Randolph's Legacy: Class Warfare and Freedom Warriors. Social Change through Grassroots Organizing.'" ... "con'tro'VERSE'ial: Spoken Word Event: Issues of Race and Social Justice" ... "This is My Story: Lesbian Community Members"</p>		

Kansas State University (KS)

[Social Justice Alliance hosts Out & Proud event](#)

“The Department of Housing and Dining Services’ Social Justice Alliance invites students to attend Out & Proud from 6-7:30 p.m. Oct. 11 in the Multicultural Student Lounge in Kramer Complex. Students can enjoy crafts and caffeine while engaging in conversation centered around National Coming Out Day. Information about gender identity, expression, sexuality and attraction also will be provided in addition to tips for coming out and ways to advocate for the LGBTQ+ community.”

[Social Justice Alliance for Unthanksgiving](#)

“Students will celebrate indigenous peoples of the Americas, while participating in a hunger banquet.”

Lafayette College (PA)

[Social Justice Events](#)

“Practicing Hope: A Guide for Allies It provides six concrete strategies for allies to work for social justice, as well as guidance from activists from the LGBTQ community and BlackLives-Matter... **The Mathematics of Social Justice** What does social justice mean to you? How can we tell whether just treatment matters to people? How prevalent is the perception that our society is just, and what supports or undermines that perception? Is justice merely subjective, or can we make objective statements about equity? Can MATH help us understand social justice?”

Merrimack College (MA)	Social Justice Week	<p>“Feed the Green: Feminist Voices for the Earth ... Active Bystander Training ... Alixa Garcia and Naima Penniman use multivoice spoken word, hip-hop, world music and multimedia theater to translate research around the most pressing issues of our time into stunning artistry that catalyzes audiences to activate transformation in their community. ... Native Resistance in the Age of Trump”</p>		
Miami University of Ohio (OH)	The Cesar Chavez Day Celebration Program	<p>“Since 2012, the Deferred Action for Childhood Applicants (DACA), known as the DREAMers law, has allowed certain young immigrants here in the United States, without documents, to qualify for temporary legal status and work permission. Since then, over 750,000 young people have obtained this form of legal status through the DACA law. This law has significantly changed the lives of many youth of our country, allowing them for the first time to work legally, obtain a driver’s license, more easily attend university or other advanced education, pursue long term careers in our society, and otherwise live as their peers born in this country. The goal of My American Dreams is to tell their stories - of their potential for enriching our communities and to provide insight into the lives and struggles of these DREAMers who survive, thrive and contribute despite their undocumented status.”</p>		

Northwestern
University (IL)

[Access to
Social Justice
Symposium](#)

“The inaugural Access to Social Justice Symposium will convene experts at the cutting edge of social justice advocacy for a series of interdisciplinary panel discussions on access to justice. Leading members of the civil rights and criminal justice bar, legal tech innovators, community and faith leaders, and skilled investigators will come together over the course of an afternoon in a first-of-its-kind symposium at Northwestern Pritzker School of Law, home of the Bluhm Legal Clinic.”

Occidental
College (CA)

[CTSJ Con-
ference of
Undergradu-
ate Research](#)

“CTSJ 2018 is centered around the theme “The Analysis of Power,” and will provide a place for undergraduates to engage in thoughtful discussion that offers new perspectives on our modern cultural climate through critical theoretical frameworks. This theme is informed by Foucault’s work on truth and power, which does not separate the economy of power from truth. ... In this way, CTSJ 2018 is a forum for not simply the disruption of hegemonic assemblages, but an opportunity to begin the meaningful un-doing of the tangled lines of flight in our modern moment. The conference will feature presentations by undergraduate students from around the world, who will present their original research on topics ranging from gendered colonialism in education, to biopower and homonationalism in the rise of the Alt-Right, to the relationship between police violence and transverse affective systems.”

[Public Interest
Lawyering
Fall Speaker
Series](#)

“Join us for the final speaker, Angela Johnson, from EarthJustice. Her talk is a part of the Public Interest Lawyering Fall Speaker Series which is focused on rebellious lawyering, community action, and social justice.”

Ohio Wesley-
an University
(OH)

[Social Justice
Calendar](#)

“If you are a member of the community, student, faculty member, or just an eager activist with an event that helps to build community, address social justice issues, or promote service and activism, then email us at socialjustice@owu.edu. We thank you for fighting for a better world.”

[Sagan Nation-
al Colloquium](#)

“We understand art to be an essential part of building cultural heritage, a framework for understanding ourselves in the present moment, and a means for imagining a collective future. It is a core component of a liberal arts education because it opens new spaces for critical thinking and allows people to describe their experiences. Historically, art has played a role in shaping political power, communicating scientific discoveries, recording history, and giving form to the sacred. Art has also been engaged to affect positive social change, notably in American Civil Rights and Feminist struggles. Today, community art is often used as a means to connect disparate communities with resources.”

Pepperdine
University (CA)

[Week of
Peace Hope
Justice](#)

“During this week, our community will engage the topics of social justice and equity. Students are invited to learn and serve through lectures, movies, performances, volunteer opportunities, and worship that promote community, equity, and social change, all leading toward the reconciliation of God’s people and creation.”

Pomona College (CA)	Criminal Justice Symposium	"Site Unseen: Incarceration: Images by Artists Inside and Out ... American Injustice: Mercy, Humanity and Making a Difference ... Claremont Colleges Alumni: Prison Justice and the Liberal Arts ... The Impact of Incarceration ... Community Activist Networking Event"	Counter-narrative Art Project	"Bell will mount three works from her public art project Counter-narrative. Bell's work explores how language perpetuates racist narratives; she highlights the hidden language codes, picture choice, and headlines that expose editorial bias in main stream media"
Roosevelt University (IL)	Mansfield Institute Events Calendar	"Social Justice Film Series: Sacco and Vanzetti ... Matthew Freeman Lecture: Engineering Solutions to Injustice"		
Saint Mary's College of California (CA)	Social Justice Events	"The Gender Politics of Food ... Celebrating Latinas Luncheon ... KSOE Presents Dr. Tyrone Howard, "Race, Class, Culture & the Pursuit for Educational Equity & Access" ... Invest- Healthcare, Hobby Lobby, & Social Justice"		

<p>San Francisco State University (CA)</p>	<p>Constitution Day</p>	<p>"Slavery, Servitude, and the Constitution ... Mikias Wondyfraw, "Social Ontology of Police Violence: Social Groups and Social Institutions" ... White Supremacy in Constitutional Law: An Interactive Workshop ... Roxanne Dunbar Ortiz, "How the Second Amendment Reveals White Nationalism" ... Ian F. Haney López, "The Future of Whiteness: Dog Whistle Politics or Cross-Racial Solidarity?""</p>	<p>2019 SF State Faculty Retreat</p>	<p>"The 2019 Faculty Retreat Steering Committee is inviting proposals that contribute to this year's theme, Defining Social Justice: Making Missions Matter. ... How do you infuse social justice into your classroom? How does social justice inform your curriculum? How do students grapple with social justice in their coursework and assignments? How does social justice inform your teaching, service, scholarship, and creative work? How does your scholarly and creative work contribute to understandings of social justice in your discipline?"</p>
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Southern Connecticut State University (CT)

[Annual Expressions of Social Justice Talent Show](#)

"Join us as SCSU students perform poetry, songs, dances and take the opportunity to address some of the critical topics of diversity and social justice impacting our community that they're most passionate about. Sponsored by the Multicultural Center and the Social Justice Committee."

<p>Southern Oregon University (OR)</p>	<p>5th Annual Social Justice and Leadership Conference</p>	<p>“For the participants of this conference, this is an opportunity to engage in dialogue through facilitated workshops to discover how we as a people can confront these injustices that are threatening our potential for inclusive and supportive communities. Social Justice and Equity work has always been critical to this mission, but is especially so in these times. Workshops within the conference will address both social justice issues as it pertains to Race, Power, and Privilege as well as the ongoing need for trained leaders to help direct this very important work.”</p>		
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<p>Stony Brook, SUNY (NY)</p>	<p>23rd Annual Leadership Symposium: Challenges in Higher Education. Diversity and Inclusion: Embracing Social Justice</p>	<p>“What are the characteristics of a campus community committed to social justice? Are we doing things in the name of social justice that are not congruent with the true spirit of equity and inclusion? Stony Brook University is committed to creating a culture where we fully engage equity, inclusion, and diversity. Catering to a more holistic and broader definition of diversity with a focus on race, ethnicity, age, gender, religion, ability, veteran status, socioeconomic level and sexual orientation, this year’s topic is focused on creating an inclusive campus community by empowering individual action for change.”</p>	<p>Stony Brook Holds Campuswide Seminar On Implicit Bias and Sexual Misconduct</p>	<p>“The event’s moderator was Vernon A. Wall, an expert in student affairs and social justice who speaks at universities and colleges nationwide. Wall, the president and founder of One Better World, a consulting firm specializing in social justice and equity conversations, used humor and conversational dialogue to engage the attendees and highlight the importance of their recognizing and addressing incidents of bias and harassment. He applauded the notion that a university of Stony Brook’s size and stature would hold an event such as this, declaring its commitment to equality and justice.”</p>
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<p>University of Alabama Birmingham (AL)</p>	<p>Social Justice Conference</p>	<p>“Join us for the third annual Social Justice Conference: #BreakingBarriersAlabama. This unique student-led conference aims to address the challenges and advantages of doing social justice advocacy work on (and through) Alabama campuses. Students will share their experiences and work through session presentations (workshops, panels, etc.) to so that you can translate what you learn to your own campus and community.”</p>		
<p>University of Colorado Boulder (CO)</p>	<p>Center for Inclusion & Social Change Events</p>	<p>“People of Color Potluck ... LGBTQ Forever Buffs Holiday Party ... Safe Zone LGBTQ+ Inclusivity ... Intersectionality”</p>	<p>Sustainability Events</p>	<p>“Mapping Home / Collecting Truths: Works by Indigenous and International Artist ... Documenting Change: Our Climate, The Rockies”</p>
<p>University of Florida Florida (FL)</p>	<p>Social Justice Summit</p>	<p>“We envision a long term look at issues of justice, with this year’s theme, Allyship: Identify, Interact, & Impact. Allyship entails using power and privilege to leverage resources and access for underrepresented groups, consciously breaking down barriers, and actively challenging the status quo of structural oppression to promote social justice.”</p>		
<p>University of Kansas (KS)</p>	<p>Office of Multicultural Affairs: Activities</p>	<p>“Making “Black Lives Matter” A Year in Review ... White Privilege Workshop ... Transgender Awareness Month ... Superheroes & Social Justice”</p>	<p>Inclusion & Social Justice Conference</p>	<p>“Potential topics may include, but are not limited to: How or why certain evolving practices, structures, or discourses privilege or marginalize particular populations or identities. How advances in the arts and sciences empower individuals (including researchers and practitioners) and communities”</p>

<p>University of Massachusetts Amherst (MA)</p>	<p><u>Conference: Civic Engagement in Diverse Latinx Communities</u></p>	<p>“Join us for a day of presentations and dialogue between local community leaders/partners, faculty, staff, and students who are developing social justice approaches to university-community partnerships within Latinx communities in Western Massachusetts. Community members will be co-presenting with their academic collaborators, and each panel will highlight the importance of developing collaborative pedagogies that recognize Latinx communities as specific sites of creative and dynamic civic engagement.”</p>		
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University of
Michigan (MI)

[Race and
Social Justice
in Education
Symposium
Series](#)

“Michael J. Dumas, assistant professor in the Graduate School of Education and Department of African American Studies at the University of California, Berkeley, will present a lecture in the continuing Race & Social Justice in Education Symposium Series. Dumas earned a doctorate in urban education with an emphasis in social and educational policy studies from The Graduate Center of the City University of New York. His research sits at the intersection(s) of the cultural politics of Black education, the cultural political economy of urban education, and the futurity of Black childhood(s). He is primarily interested in how schools become sites of Black material and psychic suffering and anti-black violence, how disgust with and disdain for blackness inform defenses of inequitable distribution of educational resources, and ways that anti-blackness persists in education policy discourses and in broader public discourses on the worth of economic and educational investment in Black children.”

[Marching
Forward Social
Justice Events](#)

“Non-Violent Action Workshop ... “Over/come(ing)” Art Series Opening with Juliet Seignious ... Horizons of the Racial Justice Movement ... Comics as a Social Justice Medium”

<p>University of Minnesota (MN)</p>	<p>Critical Conversations about Diversity & Social Justice</p>	<p>"Latinx Voice; Latinx Vote: How Demographics are Shifting the American Political Landscape ... Queer Indigenous and People of Color: Changing the Face and Focus of the LGBTQ Movement ... Police, Prisons, and Legal Power: Reforming our U.S. System of Justice"</p>	<p>Reparations, Repatriation, and Redress Symposium</p>	<p>"The RIGS (Race, Indigeneity, Gender, and Sexuality Studies) Initiative at the University of Minnesota, along with key partners, will host a two-day symposium on November 1-2, 2018 on "Reparations, Repatriation, and Redress." This set of events will bring together multiple disciplines and colleges across the University of Minnesota and local communities to think through the challenges of and the possibilities for repair, atonement, return, and/or apology as potential ways to address some of the foundational wrongs of the US that have shaped longstanding institutional structures and inequalities. We will bring front and center a difficult and historically "non-starter" topic to invite wide-ranging conversation around the politics, policies, and roadblocks around seeking atonement for historical and ongoing injustices. We will question the impoverishment of our imaginations when it comes to reparations for African Americans and land claims for native peoples in particular, as well as across multiple marginalized social groups."</p>
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University of Missouri (MO)

[Social Justice Symposium](#)

“The Social Justice Symposium is a one day conference designed to create conversation around three core aspects of social justice: awareness, advocacy and activism. This event will take place February 24, 2018 in the MU Student Center. The day’s schedule will include a keynote speaker, lunch, and multiple breakout sessions that could address topics like ethnicity, culture, multiculturalism, women’s advocacy, LGBTQ advocacy, gender, ability, serving our veteran student population, and sustainability.”

[Show Me Title IX Conference](#)

“The Show Me Title IX Conference program included several tracks: Booster Training Courses for Coordinators and Investigators; Education and Prevention; Social Justice; Policy and Procedures; K-12; and Community Colleges. Attendees can mix and match from different tracks to create the conference schedule that will best support their professional growth.”

University of Montana (MT)

[Residence Hall Social Justice Programming](#)

“UM Housing strives to create positive, inclusive, and respectful living and learning communities that nurture a diverse campus. One way that we do this is by planning and putting on programs that focus on topics of social justice. Each semester, UM Housing works with a group of student staff members to plan these programs.”

University of Nevada (NV)

[Student Diversity & Social Justice Programs & Events](#)

“Stay Woke A distinguished guest series event featuring topics around identity, social movements, equity, and current issues. ... **Identity**

Month Kick-Off
Join Students Organizing Diversity Activities (SODA) for their monthly identity month kick-off series. Each Kick-Off serves to celebrate and spread awareness of the events happening at UNLV. Join us for food, fun, and to get connected! ...

The Cultural Leadership Retreat (CLR) is a three-day, two-night weekend with interactive workshops designed to facilitate students understanding of diversity, multiculturalism, and social justice to explore leadership within a diverse society. Participants will be actively engaged in their own self-awareness and will develop strategies to foster positive change in the UNLV campus community.”

[Radical Consciousness Conference](#)

“UNLV’s Center for Social Justice invites students, faculty, and staff to learn how to create, educate, and push for change at this year’s Radical Consciousness Conference: Rise and Resist. The main goal of the Radical Consciousness Conference (RCC) is to build a foundation of knowledge that will enhance student success in leadership experience and empower students to engage in social justice work. This is an opportunity to learn what rising and resisting means, looks like, and how it is implicated and perceived.”

University of New Mexico (NM)

[Race and Social Justice Events](#)

“CJ Colloquium: Mobilizing Allies for Black Transgender Women ... Red Power Revolution: Queering the White: Indigenous Rural LGBTQ Organizing, Advocacy, & Accountability ... Panel Discussion: “Wicked” Micro-aggressions, Implicit Biases, and their Impact”

[Social Justice Lunchbox Speaker Series](#)

“Sebastian Margaret addressed disability rights as social justice, followed by Ona Porter of Prosperity Works speaking on practical, economic steps that can be taken to help raise New Mexican Families out of poverty.”

University of
North Carolina
Chapel Hill
(NC)

[Social Justice
Action Series](#)

“Activism in Academia
with TED SHAW, Director,
UNC Center for Civil Rights
... How do you Activate?
Open house in the Jordan
Institute to talk about social
justice and share what you
and colleagues are doing to
foment, support, and drive
social change. ... Nuts &
Bolts: Strategies & Tools for
Organizing in North Carolina
... Social Movement and
Arts”

<p>University of Pennsylvania (PA)</p>	<p>The Alvin P. Gutman Public Scholar Lecture</p>	<p>“JUSTICE! ON WHAT TERMS? David Stovall, Ph.D. is Professor of Educational Policy Studies and African-American Studies at the University of Illinois at Chicago (UIC). His scholarship investigates four areas 1) Critical Race Theory, 2) concepts of social justice in education, 3) the relationship between housing and education, and 4) the relationship between schools and community stakeholders. In the attempt to being theory to action, he has spent the last ten years working with community organizations and schools to develop curriculum that address issues of social justice. His current work has led him to become a member of the Greater Lawndale/Little Village School of Social Justice High School design team, which opened in the Fall of 2005. Furthering his work with communities, students, and teachers, Stovall is involved with youth-centered community organizations in Chicago, New York and the Bay Area. Currently this work manifests itself in his involvement with the Peoples Education Movement Chicago, a collection of classroom teachers, community members, students and university professors who engage in collaborative community projects centered in creating relevant classroom based pedagogical strategies and curriculum. In addition to his duties and responsibilities as a professor at UIC, he also serves as a volunteer social studies teacher at the Greater Lawndale/Little Village School for Social Justice.”</p>		
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<p>University of Washington (WA)</p>	<p>Samuel E. Kelly Distinguished Faculty Lecture</p>	<p>“Civic Education for Excellence, Diversity, and Inclusion: Global Perspectives”</p>	<p>Autumn Quarter Social Justice Film Series</p>	<p>“Each Wednesday evening, we’ll be screening a social justice themed film in the main lobby of the Kelly ECC! Join us for some thought provoking titles in preparation of our feature screening and panel on November 14th “Dawnland” in partnership with the Indigenous Wellness Research Institute and the School of Social Work, at the ECT!”</p>
<p>Vanderbilt University (TN)</p>	<p>George Barrett Social Justice Program Events</p>	<p>“In the 2018 George Barrett Social Justice Lecture at Vanderbilt Law School on April 5, Kristen Clarke challenged VLS students to use their legal skills to address a “national assault” on civil rights that has included voter suppression, mass incarceration and police brutality.”</p>	<p>Social Justice Program Events</p>	<p>““Massive Indifference: Routine Violation of the Constitutional Right to Counsel in Death Penalty and Other Cases,” a lecture by Stephen Bright, Vanderbilt Social Justice Fellow.”</p>
<p>Washington State University (WA)</p>	<p>Alhadeff Future Teachers of Color Conference</p>	<p>“Every year, the Alhadeff Future Teachers of Color hosts its annual conference, focused around social justice in education. Topics include, but are not limited to: Inclusion for people with disabilities in schools and the community. ~Isms in education (racism, ableism, etc.). How to facilitate difficult conversations.”</p>		

Whitman College (WA)	Power and Privilege Symposium	"Think You're Woke? Put Your Money Where Your Mouth Is ... Dude, Shut Up and Listen: Creating Inclusive Classroom Spaces ... Environmentalism at White Man College"	Andjelkovic Lecture Series	"A history major during her time at Whitman, Indrani Sigamany (MA, PhD) has devoted her 30-year career to social justice and international development, with a specialization in gender and indigenous people. Growing up in Mumbai, Dr. Sigamany witnessed the effects of extreme poverty from an early age and her passion for poverty alleviation has been a major thread binding her career."
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Chart 18: Student Training

Institution	Student Training, Internships, Jobs: Events, Classes	Description
Barnard College (NY)	Action Academy	<p>“Are you passionate about social justice and ready to act, but don’t know where to start? The Action Academy is a 8-week training series running from March through April that will teach a select group of Barnard College students the necessary tools to meaningfully engage in community organizing and social activism. You will walk away from every session with a new skill like grant-writing, leading a teach-in, speech-giving, etc. Each training session will feature hands-on learning, led by staff, students, alumnae, and other professional experts.”</p>
Brandeis University (MA)	Social Justice and Social Policy Internship Funding	<p>“A large part of the Social Justice and Social Policy Program is the application of classroom theories to real world opportunities, often through internship programs. If students are placed in unpaid, social justice-related internships, there are many ways to secure funding through Brandeis.”</p>
Brandeis University (MA)	Brenda Meehan Social Justice-In-Action Grant	<p>“The Brenda Meehan Social Justice-in-Action grants are designed to provide support for student-organized events that bring together academic and activist perspectives on important current public policy issues, such as healthcare, immigration, harassment, criminal justice reform, and climate change. ... The selection committee will consider any and all proposal ideas, but will favor those that: incorporate both academic and activist social justice perspectives in meaningful ways ... inform and/or link to ongoing initiatives that enable the proposed event to contribute to an enduring social justice impact on campus or in broader communities.”</p>

Cabrini University (PA)	Science Scholars for Social Justice	<p>“In a new cohort-based scholarship program at Cabrini, you’ll have the opportunity to engage in social justice issues through science, technology, engineering, and math (STEM). Funded by the National Science Foundation, the Science Scholars for Social Justice (SSSJ) program provides accepted Biology and Chemistry majors up to \$8,000/year for four years (\$32,000), in addition to other merit and need-based aid. ... Engage in social justice issues and science through courses and service activities.”</p>
Cornell University (NY)	Social Justice Career Fair	<p>“Each spring, the Social Justice Career Fair brings to campus representatives from many advocacy organizations, including labor unions, nonprofits, worker centers, and NGOs. Employers share information about their career fields, organizations, and often employment opportunities for ILR and Cornell students. The Fair is held in conjunction with the ILR School’s celebration of Union Days, a three-day event that brings over 20 labor leaders to ILR to engage in multiple panels, presentations, and informal discussions with students.”</p>
DePaul University (IL)	Careers in Community Organizing for Social Justice	<p>“The Direct Action & Research Training (DART) Center will hold an online information session on Wednesday, October 3 at 6 pm central to discuss careers in community organizing with DePaul students and alumni interested in uniting congregations and working for social, economic and racial justice. ... DART hires and trains organizers to build organizations that have successfully addressed issues including: Plugging the school-to-prison pipeline, Reining in predatory lending practices, Expanding access to primary health and dental care, Prioritizing funding for affordable housing and job training, Fighting for immigrants’ rights, Police accountability.”</p>

Merrimack College (MA)	O'Brien Foundation Scholarship Program	<p>"The O'Brien Foundation Scholarship Program will seek to embed social justice and civic engagement into the educational experience of our O'Brien Scholars ... Year Two: O'Brien Scholars will be expected to work at Hands to Help for a total of 5 hours per week. ... O'Brien Scholars would engage in an Alternative Spring, Winter, or Summer Break Service Immersion program in order to broaden the scope of their awareness of social justice issues in the world. ... Year Four: ... O'Brien Scholars will either develop a capstone project directed at real life advocacy for social change or participate in a year-long advocacy project with a local non-profit."</p>
Miami University of Ohio (OH)	Social Impact and Justice Scholars	<p>"This program supports students passionate about social, environmental, or economic impact and social justice. By making these central to their education, students explore important questions regarding fairness, ethical decision-making, resource distribution, and global citizenship. They learn the fundamental skills that they will need in order to become agents of change in their communities. The following are just a few examples of those who should apply: fine arts students interested in climate change, engineering students interested in sustainable infrastructure, pre-med students interested in health equity, and sociology students interested in gender/race/class inequality."</p>
Northwestern University (IL)	Social Justice Education	<p>"Social Justice Education (SJE) creates co-curricular educational opportunities in partnership with our student community that foster self-exploration, facilitate conversations across difference and support actions that create social change on campus."</p>

Northwestern University (IL)	Social Justice Advocacy Training	<p>“By the end of the training, participants will be able to: Articulate the dynamics of political power, how to change those dynamics, and determine how and where to engage in policy change for social justice; Identify and analyze problems; Use tools and processes for contextual and problem analysis; Apply research, planning, and organizing strategies to engage and empower citizens and grassroots groups; Apply different influence and engagement strategies and activities used in advocacy, and understand which strategies work best and when; Apply the basics of communication and persuasion for advocacy.”</p>
Northwestern University (IL)	The Advocacy Corps	<p>“Advocacy Corps is a two-quarter long experience to learn the basics of community and political organizing and advocacy. The skills you’ll learn in Advocacy Corps will enable you to work with others to make change on any justice issue you encounter over the course of your lifetime. Through a combination of on-campus learning and direct experiences with organizing and advocacy non-profits across Chicagoland, you’ll learn how to work with others to build a winning campaign from the ground up. We’ll cover topics like identifying problems, solutions, and goals; targeting and power-mapping; developing strategies and tactics; effective communication; building a coalition; lobbying; working with the media; and much, much more.”</p>
Ohio Wesleyan University (OH)	Office of Multicultural Student Affairs Intern	<p>“As an OMSA Intern, you will gain key skills for your personal and professional development, including event planning, marketing and promotion, budget management, and organizational skills. Interns will also learn fundamental concepts about cultural education and social justice education. Finally, you will get to build meaningful relationships with students, alumni, staff, and faculty.”</p>

Roosevelt University (IL)

[Scholar Activist Fellowships](#)

“MISJT is offering a limited number of scholarships to undergraduate and graduate students at Roosevelt University who are interested in working with organizations on research related projects that will help them achieve their social justice goals. ... This program, created in the 2011-2012 academic year is designed to help our students gain skills while learning the importance of community engagement. In our first year seven professors engaged in community-based research with eleven Roosevelt University students in the craft of social justice research.”

Southern Connecticut State University (CT)

[Top Owl Social Justice Award](#)

“The Top Owl Social Justice Award is given to recognize contributions in helping the university achieve its mission of creating and sustaining an inclusive community that appreciates, celebrates and advances student and campus. ... Each award recipient is nominated by another member of the Southern community or is self-nominated. Individuals are nominated based on their work in addressing issues of diversity, inclusion and social justice through: education of self and others; participation in events, programs, and activities addressing diversity and social justice issues; advocacy with and on behalf of targeted communities; and organizing around diversity, inclusion, and social justice issues for sustainable change at Southern.”

Stony Brook, SUNY (NY)

[Diversity Peer Education](#)

“The Diversity Peer Education program will train students on how to effectively engage others, analyze situations, and bring about change in the campus context through the lens of diversity and social justice. The skills learned in this class will not just be applicable to situations related to diversity, but also will encourage students to reflect on themselves, their own experiences, and develop their interpersonal skills. ... This 400-level class is sponsored through the department of Africana Studies and grants internship credit to participating students.”

Stony Brook, SUNY (NY)	Social Justice Fair	"Are you interested in understanding where your passion for social justice fits into your chosen career path? Then come on down to the Langmuir College Lounge to hear from on and off campus organizations dedicated to creating sustainable positive change."
University of Colorado Boulder (CO)	Social & Environmental Justice Opportunities	"Jobs, Internships, Scholarships & Awards, Fellowships, Graduate School Opportunities, Conferences, Resources on Service-Learning and Community-Based Research, Resources on Community-Based Solutions."
University of Florida (FL)	Gatorship	"Gatorship is a unique social justice education program that uses peer-to-peer facilitation and intergroup dialogue to engage students in conversations about identity and social justice. ... Through intensive training, the program provides Gatorship staff ... with a solid foundation on social justice education, helps them develop emotional intelligence, and teaches them the skills needed to facilitate dialogue across difference. The program culminates in 4 off-campus weekend retreats ... During the retreats, participants learn about social justice, social identity, and the diverse backgrounds and identities of their peers through interactive presentations, activities, and facilitated dialogue led by Gatorship staff."
University of Kansas (KS)	Diversity and Inclusion Training	"Multicultural Affairs offers Diversity Education & Social Justice Trainings tailored to the needs of the KU community. ... The Emily Taylor Center for Women and Gender Equity provides workshops and trainings on gender-related topics for student organizations, classes and groups."

<p>University of Massachusetts Amherst (MA)</p>	<p>2018 Resistance Center Internship</p>	<p>“The Resistance Center for Peace and Justice is to recognize and address the ills perpetuated by a culture of militarism and economic oppression in the United States, and to work towards a future based on peace and social justice in Western Massachusetts. ... Intern responsibilities will generally relate to the three broad programmatic areas of the Resistance Center: a military recruitment report, nuclear disarmament, and sanctuary cities/immigration policy. Intern responsibilities might include, research, communications, event organizing, website and social media work, and special projects.”</p>
<p>University of Massachusetts Amherst (MA)</p>	<p>Arts and Social Justice Activities Intern</p>	<p>“The Brick House Community Resource Center supports individual and community well-being through economic development, youth development, education and advocacy. ... YOLO “Youth Opportunities in Leadership and Organizing” offers leadership training in social justice, wellness, and bullying prevention. Youth learn about the history of oppression, health education, job readiness, and communication skills. Youth leaders collaboratively plan for, and implement, community-based projects such as public mural painting, gardening in the town plot, hosting community meals or events, and local street-cleanup. ... The Brick House is seeking socially engaged artists or educators interested in sharing creative practices with youth aged 11-18 in our busy, vibrant Teen Center. The Summer Arts Intern will assist in the facilitation of arts and social justice activities, taking place Mondays-Thursdays between 11-3.”</p>
<p>University of Michigan (MI)</p>	<p>Social Justice 101</p>	<p>“The University of Michigan is dedicated to promoting diversity, equity and inclusion (DEI). In order to prepare yourself for DEI conversations in the classroom and beyond, come to this workshop to get an introductory overview of US perspectives on social justice, learn important vocabulary for inclusion, and learn about helpful campus resources for continuing your social justice education.”</p>

University of Michigan (MI)

[So Cool, So Just Student Organization Fair](#)

“Interested in getting involved in social change on or off campus? Come and visit the diag [sic] September 19th 11:00AM - 2PM to join a community of social change agents! The So Cool, So Just Student Organization Fair is sponsored by the Community Action and Social Change Undergraduate Minor, the Ginsberg Center, and the Office of Community-Engaged Academic Learning as a space for students to learn, connect, and network with social justice organizations. ... So Cool, So Just fair invites your participation whether you're interested in community-based action, educational justice through dialogue, service-learning, or policy.”

University of Minnesota (MN)

[Social Justice Leadership Retreat](#)

“Social Justice Leadership Retreat takes approximately 80 students and 25 facilitators away from campus for three days and two nights of immersion activities focused on various issues of social justice. ... the group spends time developing trust and relationships in small and large group discussions along with facilitators. The following two days are used to facilitate a journey for each student in exploring their own identities, sharing their personal story in their small group, listening to the personal stories of others, and attending training sessions on privilege, understanding personal identities, and what all of this means in leadership. Topics of discussion and reflection include race and racism, gender, sexual orientation, socioeconomic, and campus climate.”

University of Minnesota (MN)

[Wilkins Center Training in Public Policy & Race](#)

“This program addresses structural causes of inequality and provides a framework for creating social change using two approaches: Build the capacity of local community-based organizations to use the tools of policy analysis and evaluation with the assistance of Wilkins Center graduate students trained in policy analysis; Prepare leaders of communities of color, via Wilkins Center graduate Students to make their own cases or social change.”

University of Missouri (MO)	Social Justice Training Institute Program	<p>“The Social Justice Training Institute provides a forum for the professional and personal development of social justice educators and practitioners to enhance and refine their skills and competencies to create greater inclusion for all members of the campus community. Faculty, staff and graduate students are invited to participate in a one-day training event with faculty from the Social Justice Training Institute. During the day, participants will engage in authentic dialogue about the current campus climate, as well as cultural and organizational dynamics, through the lens of inclusion. Additionally, participants will reflect on their own social group identities in relation to privilege and oppression, and consider the way those identities influence inclusion work. In doing so, we will create more inclusive campus environments to enhance success for all students.”</p>
University of Missouri (MO)	Social Justice Mediation Workshop for Students	<p>“This three-day training is designed for and open to all students at the University of Missouri-Columbia (MU), University of Missouri-Kansas City (UMKC), Missouri University of Science and Technology (Missouri S&T) and University of Missouri-St. Louis (UMSL). Participants will explore the impact of social identity and power on conflict and learn a social justice approach to understanding conflict narratives relevant to a variety of roles in campus life. The focus of the training is on critically examining the typical ways in which conflict is handled that often results in perpetuating inequality and making resolution more difficult despite the best of intentions.”</p>
University of Montana (MT)	Social Justice Fair	<p>“Join SARC for the social justice fair where student and community groups will be coming together to talk about their work! This is a great opportunity for people to find ways they can get involved here in Missoula and do some fun, interactive social justice activities!”</p>

<p>University of Nevada (NV)</p>	<p>Student Diversity & Social Justice Retreats</p>	<p>"The Cultural Leadership Retreat is a off-campus weekend experience, filled with interactive social justice and leadership workshops, aimed to empower students to become change agents. ... Are you interested in understanding power and privilege? Do you want to learn more about how culture and identities impact leadership? Or are you wondering how you can become a positive social change agent in the community? Then the Cultural Leadership Retreat is for you!"</p>
<p>University of New Mexico (NM)</p>	<p>Race and Social Justice Fellowship and Trainings</p>	<p>"Applications are now open for University of Maryland's Consortium on Race, Gender and Ethnicity (CRGE)'s 2018 Intersectional Qualitative Research Methods Institute! The Institute will take place from June 3rd-8th, 2018, at the University of Maryland, College Park. Since 2015, the Consortium on Race, Gender and Ethnicity (CRGE) has organized the week-long Intersectional Qualitative Research Methods Institute (IQRMI). Few training institutes in the country focus on qualitative research methods and, currently, none incorporate discussions regarding the intersections of race, gender, class, ethnicity, and other dimensions of inequality."</p>
<p>University of New Mexico (NM)</p>	<p>Peace Studies Internship</p>	<p>"Placement in community-based organization active in conflict resolution, peacemaking, and/or social justice. Arranged by student in consultation with advisor. Must be supervised by a faculty member."</p>
<p>University of North Carolina Chapel Hill (NC)</p>	<p>Campus Y</p>	<p>"The fight for social justice takes many forms: direct service, education, advocacy, and activism. Our strategy is to unite diverse committees and initiatives, and empower them with the skills and resources to create lasting positive impact through advocacy and activism, community engagement and social entrepreneurship."</p>

University of Pennsylvania (PA)	Penn Civic Scholars Program	"Penn Civic Scholars is a unique program providing undergraduates with a sustained four-year experience in civic engagement and scholarship. The program culminates in certification upon graduation and designation as a Civic Scholar on the student's transcript."
University of Washington (WA)	Social Justice Organizers	"Founded in fall 2014, Social Justice Organizers are student leaders dedicated to creating and promoting a campus climate and culture that respects and celebrates diversity. We are committed to educational programs and events that foster awareness and understanding of race, gender, sexuality, ability, social justice, power and privilege, student voice, and much more. ... Ongoing programs from SJO and our founding group, Diversity Programmers, include Dine-n-Dialogue discussion series, film screenings, advocacy workshops, heritage month programs, Indigenous Peoples' Day, Cross-Cultural Engagement Retreat, Brave Space, and much more. We are also happy to collaborate to develop new programs across campus!"
University of Wisconsin Madison (WI)	Multicultural Student Center: Social Justice Education	"The Multicultural Student Center provides workshops and trainings to students, staff, and faculty on topics exploring racial injustice at the University of Wisconsin-Madison. ... Workshops explore issues of power, privilege, and oppression, as well as identity/group dynamics, microaggressions, and how to create inclusive campus communities."
Ursinus College (PA)	Scholars in Service	"Complete a total of 150 hours of service in the community per academic year (4-6 hours per week) Attend bi-weekly Scholars in Service meetings, where we reflect on our service experiences, participate in trainings, and learn about and discuss issues relating to social justice; Participate in one Saturday of Service per month as a group; Maintain good academic standing; Serve as a positive representative of Ursinus and UCARE while serving at a community partner organization."

Whitman College (WA)

[Ben Rabinowitz Award](#)

“Given in honor of former Whitman College President Tom Cronin, the Ben Rabinowitz Award assists students with demonstrated leadership skills who wish to implement new projects or learning opportunities that promote compassion in medicine or politics and enrich the campus community.”

Chart 19: Social Justice Job Advertisements

Institution	Position	Social Justice Job Description	Position	Social Justice Job Description
Antioch University Los Angeles (CA)	Core Faculty Position LGBT Psychological Studies Emphasis MA in Psychology Program	"Demonstrated commitment to diversity and social justice."	Vice Chancellor for Academic Affairs and University Provost	"Antioch University seeks a visionary and seasoned academic leader inspired by our institution's historic, progressive mission to provide students with the knowledge and skills to lead meaningful lives and to advance economic, social and environmental justice."
Arizona State University (AZ)	Postdoctoral Scholar in Social Justice and Human Rights	"The successful candidate must a) have a doctoral degree in sociology, political science, anthropology or related field by the time of appointment; and, b) a record reflecting training and experience relevant to the field of social justice and human rights."	Assistant Professor or Associate Professor in Social Justice and Human Rights	"The successful candidate must a) have a doctoral degree in sociology, or political science, or related field by the time of appointment; and, b) demonstrate excellence in research with a focus on social justice and human rights commensurate with appointment at the level of Assistant or Associate Professor with tenure at ASU."
Barnard College (NY)	Assistant Dean for Student Life	"The Assistant Dean provides guidance and strategic visioning for social justice education, leadership development, identity development, and community development. The Assistant Dean has a high level of responsibility within Student Life, and across campus to foster inclusive communities and address institutional climate around equity."	Program Coordinator for Prevention Education	"Lead the Being Barnard ongoing education campaign, in coordination with the Title IX team, addressing topics of wellness, intervention, violence education, social identity & social power, and relationships."

<p>Brandeis University (MA)</p>	<p>Faculty Appointment in Health Services Research</p>	<p>“Conducting public engagement activities that advance social justice for vulnerable populations, such as frail elders, racial, ethnic, gender, and disability minorities.”</p>	<p>Community Service Specialist</p>	<p>“This person will develop, support and collaborate on social justice programming including the Community Engagement Ambassador Program (CEAP), the Community Engaged Leadership Series (CELS), Orientation VolunteerFest, ‘Deis Impact, Community Engagement and Education Fair, student training, appreciation, and reflection events, MLK Day of Service, the Gateway Scholars Program, and the Celebration of Service.”</p>
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California State University Northridge (CA)

[Dean's Assistant](#)

“CSUN is especially interested in candidates who make contributions to equity and inclusion in the pursuit of excellence for all members of the university community.”

[Asian American & Pacific Islander \(AA&PI\) Student Success Coordinator](#)

“In planning, delivering and evaluating efforts, the incumbent will utilize best practices and applicable theory/models of student development, educational equity, and social justice as informed by scholarship in the field to engage in thoughtful analysis of institutional data about AA&PI students.”

<p>City College, CUNY (NY)</p>	<p>Assistant Dean for Diversity and Inclusion</p>	<p>“In collaboration with the Department of Medical Education, develop and co-sponsor faculty development experiences focused on: maintaining a supportive learning environment for our diverse student body; building the capacity of culturally competent teachers; and teaching and learning (instruction and pedagogy) on issues of identity, privilege, race, gender/gender identity, implicit bias, cultural competence, health equity, social justice, and related topics.”</p>		
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<p>Cornell University (NY)</p>	<p>Residence Hall Director</p>	<p>“Our division is comprised of leading student affairs experts who support our campus on pressing student life matters including public service, health, wellness, social justice, residential living, food services, sports, recreation, career services, and student activities and organizations including sorority and fraternity life.”</p>	<p>Associate Dean of Students and Director of Women’s Re- source Center</p>	<p>“Diversity/Social Justice Education facilitation or teaching experience.”</p>
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Davidson College (NC)	Program Coordinator for Diversity & Inclusion	"Prefers a Master's degree in student affairs, higher education, social justice education or a related field. Qualified applicants will have completed courses and/or trainings related to college student development, curriculum design, diversity/ social justice, gender/ sexuality studies, ethnic studies international relations and/or religious studies."	Assistant Director for Civic Engagement / Program Director	"The Assistant Director plays a central role in coordinating events and programs in the center including a semi-annual granting program and collaborative programming across the division that focuses on the intersection of civic engagement and social justice issues."
DePaul University (IL)	Clinical Assistant Professor in Public Health	"We particularly seek candidates who mirror the diversity of Chicago and the social justice mission of the university."		
Evergreen State College (WA)	Computer Science 2018-19 Regular Faculty	"We strongly encourage applicants who have had experience teaching and/or working with students from underserved populations and whose teaching and/ or research addresses connections between computer science and social justice."	Director of The Washington Center and The Learning & Teaching Commons @ The Washington Center, Administrative Faculty	"1-2 page statement of your experience and/or practice with diversity and equity issues"
George Mason University (VA)	Assistant Director of Residence Life	"Demonstrated experience regarding commitment to inclusion and social justice, crisis management, and staff supervision with a focus on student development."	Director of Civic Engagement	"Knowledge of national best practices in civic engagement, community service-learning, community-based research, and community partnerships, informed by social justice, inclusivity, and collaboration"

Gonzaga University (WA)	Youth Programs Manager	"This position directly supports Gonzaga's Jesuit, Catholic and humanistic mission by engaging the University in the work of solidarity and social justice, including the promotion of equity, inclusion and diversity."		
Hamline University (MN)	Communications and Social Media Specialist	"Our faculty, staff, and students cultivate an ethic of civic responsibility, social justice, and inclusive leadership and service."	Visiting Lecturer, Education	"License in Special Education with the capacity to contribute to the academic needs across the breadth of the education department which may include: special education, elementary math, social justice and equity, culturally sustaining pedagogy, inclusion, advocacy, leadership, sustainability, environmental education"
Indiana University Bloomington (IN)	Visiting Assistant Professor of Criminology and Criminal Justice	"The Criminology and Criminal Justice Program is seeking someone strongly aligned with our program's mission and goals emphasizing critical criminology and social justice."	Open Rank Position in School Psychology	"As scientist-practitioners with an emphasis on social justice, we expect our students, graduates, and faculty members to contribute to both scientific and community organizations to promote equity and facilitate positive change at the local, state, and/or national level."
Kansas State University (KS)	Mexican American Studies Instructor	"In line with our departmental vision, we especially welcome applicants who apply comparative, interdisciplinary, intersectional, and decolonial social justice approaches in their teaching and research."	Assistant/ Associate Professor (Foundational Design)	"You would be joining a diverse group of students, faculty, and staff who care deeply about social, economic, and environmental justice, and who value community engagement, environmental stewardship, creative inquiry, and critical thinking."

Lafayette College (PA)	Electrical and Computer Engineering, Assistant Professor 2019-20	"In your cover letter, please address how your scholarship, teaching, mentoring, and/or community service might support Lafayette College's commitment to diversity and inclusion."	Chemistry Department, Assistant Professor	"All members of the College community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced."
Lake Forest College (IL)	Assistant Director for the Office of Intercultural Relations	"A Master's degree is preferred in higher education, student affairs, or related field and at least 2 years of post-graduate professional working experience, preferably within the areas of diversity, inclusion, and social justice."		
Marquette University (WI)	Assistant/Associate Professor - Educational/Developmental Psychology	"Experience/academic interest in multicultural or social justice education"	Assistant/Associate Professor - Educational Leadership for Equity and Justice	"Our department is committed to social justice, high quality research, and the preparation of exemplary leaders in both K-12 and higher education. This is a broad search, with attention to leadership for equity and justice."
Merrimack College (MA)	Assistant Professor of Communication	"We take seriously interrogations of power and examinations of intersectional systems of oppression, and we embrace and encourage social justice-oriented pedagogies."	Dean of the School of Liberal Arts	"Candidates should have a demonstrated commitment to experiential education, community engagement, and evidence of promoting a diverse and inclusive environment for students, faculty, and staff in alignment with Merrimack's goals and priorities."

Miami University of Ohio (OH)	Assistant/Associate Professor, Educational Leadership	"Our core values are that educational leadership is an intellectual, moral, and craft practice, and that transformational leadership entails a commitment to equity and social justice, critical thinking, and the forging of collaborative links between educational institutions and communities."		
Northwestern University (IL)	Clinical Sport Psychologist	"Experience with and commitment to social justice issues and working with diverse clients, including, but not limited to, individuals from ethnically and racially diverse backgrounds, sexual orientations, gender identities, religious and spiritual beliefs, national origin, socio-economic status, and size and appearance."	Assistant Director of Student Conduct	"Commitment to fostering student learning, social justice, restorative justice, and community values."
Occidental College (CA)	Associate Director of Student Life ~ Orientation and Student Success	"Assist in designing and implementing programs and services that support the values of pluralism, inclusiveness, and diversity."	Assistant Professor of Indigenous/Settler Colonialism Studies	"Occidental College's Department of Critical Theory and Social Justice (CTSJ) invites applications for a full-time, tenure-track professor of Indigenous/Settler Colonialism Studies (ISCS). As an intersectional and interdisciplinary department, CTSJ seeks to harness emergent academic analyses at the nexus of such fields as Native studies, comparative empire studies, posthumanist theory, biopolitics, theories of sovereignty, and problems of justice broadly."

Ohio Wesley-
an University
(OH)

[Assistant Professor
of Anthropology](#)

“We are especial-
ly interested in
candidates who are
enthusiastic to teach
a broad range of un-
dergraduate courses,
mentor students, par-
ticipate in program
development and can
contribute to creating
an engaged, plural-
istic and just campus
community.”

Pacific Univer-
sity (OR)

[Associate Director
of the Pacific
Psychology &
Comprehensive
Health Clinics](#)

“The Associate
Director facilitates
interprofessional col-
laboration program-
ming and oversees
Outreach and Social
Justice activities.”

[Assistant
Professor Social
Work BSW
Program](#)

“The BSW program
at Pacific is ground-
ed in the social work
professions’ values and
ethical principles of ser-
vice, social justice, the
dignity and worth of the
person, the importance
of human relationships,
integrity, competence,
human rights, and scien-
tific inquiry.”

Pepperdine
University (CA)

[Pepperdine
Volunteer Center,
Administrative
Coordinator](#)

“5+ years’ experi-
ence managing an
office or adminis-
trative experience;
non-profit, commu-
nity development
and/or fundraising
experience; demon-
strated knowledge of
social justice issues
in local community
and involvement in
social change efforts;
2+ years’ experience
volunteering with the
same organization;
supervisory and
project management
skills; an understand-
ing of college student
development and
principles.”

Pomona College (CA)	Tenure-Track Assistant Professor, Conservation Biology	"a statement addressing personal commitment to and experience in mentoring a diverse student body and/or issues related to social justice"	Assistant Director, First Generation Student Programs	"Applicants should possess a high commitment to student development philosophy in higher education and experience working with diversity, inclusion, and social justice issues in a higher education setting."
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Prescott College (AZ)	Interdisciplinary Faculty Positions	"In general, the Prescott College faculty seeks scholars who can help students build the academic knowledge, practical abilities, and positive dispositions to collaborate with diverse communities for just and sustainable solutions to international and global realities such as ... Globalization, social, and environmental justice"	
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Saint Mary's College of California (CA)	Assistant/Associate Adjunct Faculty in Justice, Community and Leadership	"The successful candidate will have a PhD or EdD; and teaching and/or scholarship in issues of equity, social justice, and critical pedagogues."	Assistant/Associate Professor, Tenure-Track, Ethnic Studies Program	"Ethnic Studies is an interdisciplinary program based in social justice education, critical race theory and anti-racist and feminist pedagogies."
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San Francisco State University (CA)	Assistant Professor, Ancient Greek/Roman Philosophy	"Providing curricula that reflect all dimensions of human diversity, and that encourage critical thinking and a commitment to social justice"	Tenure-track Position in Linguistics: Sociolinguistics	"Providing curricula that reflect all dimensions of human diversity, and that encourage critical thinking and a commitment to social justice"
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Southern Connecticut State University (CT)	Open Rank Position - Accounting	"Southern provides a supportive and welcoming environment for all members of its community through a campus wide commitment to social justice."	Assistant/Associate Professor - Management/ MIS/IB	"Southern provides a supportive and welcoming environment for all members of its community through a campus wide commitment to social justice."
Southern Oregon University (OR)	Health Promotions Specialist	"The Health Promotions Specialist coordinates and facilitates the development of campus-wide wellness programs that integrate academic learning, student development, environmental support, programming, and policies that foster individual, interpersonal and community health, social justice and inclusion."	Chief Diversity & Inclusivity Officer/Title IX Coordinator	"Five years of significant leadership experience leading initiatives, programs, activities and services related to institutional access, diversity, inclusion, multiculturalism, and social justice."
Stony Brook, SUNY (NY)	Assistant / Associate Professor, Social Work	"We are particularly interested in applicants with a commitment to work in an interdisciplinary academic environment and those with strong scholarly records in the areas of aging, health and health care, family and children services, along with social justice perspective on issues of race, poverty and inclusion."		

University of Alabama Birmingham (AL)	Open Rank - Anthropology	"The successful candidate for this position will teach both undergraduate and graduate students and should demonstrate high quality scholarship and teaching experience in at least one of the following areas: peace and conflict resolution, non-violence and social justice, sustainability and development, or human rights."	Student Affairs Specialist II	"This position also coordinates the student diversity education efforts for the Student Multicultural and Diversity Programs (SMDP) office. These duties include, spearheading the annual SMDP Student Leadership and Social Justice Retreat, advising the offices peer-educator groups, supervising the Intern Coordinator of Social Justice Education, and training the offices peer facilitator groups."
University of Colorado Boulder (CO)	Global Sustainability Scholars, Lead Instructor	"At its core, the program explores the intersection of sustainability science and social inclusion, so the ideal candidate would have a professional foundation that draws from both of these dimensions."	NCWIT Internal Evaluator	"Evidence of commitment to social equity issues. Grounding in critical race theory and/or feminist theory."
University of Florida (FL)	Sustainability Coordinator	"Creatively communicate to the campus and community about progress toward campus- and community-wide sustainability goals (e.g. greenhouse gas emissions, energy consumption, buildings, water, transportation, climate justice, and equity)"	Assistant Professor - Counseling Psychology	"We are especially interested in candidates conducting research related to diversity, social justice, minority issues, underrepresented groups, and intersectionality."
University of Iowa (IA)	Professor & Head, Department of Community and Behavioral Health	"A record of community service and commitment to social justice."	Student Life Program Coordinator	"Facilitate social justice education programs and workshops (e.g. BUILD Workshops, Safe Zone, Trans Inclusion)."

University of
Kansas (KS)

[Medical-Legal
Partnership
Post-Graduate
Fellow](#)

“Demonstrated commitment to public service, advocacy, health care reform, and social justice.”

[Assistant or
Associate
Professor of
Composition &
Rhetoric](#)

“We welcome applications from scholars working in all areas of Rhetoric and Composition, including, but not limited to, Community Engagement or Public Rhetoric, Writing and Social Justice, Cultural Rhetorics (such as (Trans)Gender, Queer, Race, (Dis)ability, or Embodied Rhetorics), Digital and Multimodal Rhetoric, and Trans-cultural, Decolonial, or Global Rhetorics.”

University of
Massachusetts
Amherst (MA)

[College of Edu-
cation – Science
Education - Math-
ematics, Science,
and Learning
Technologies
Concentration
- Assistant/Associ-
ate Professor](#)

“As a part of the Mathematics, Science, and Learning Technologies (MSLT) concentration within the TECS department, the person hired will conduct research, engage in service, and have a philosophy of teaching and advising that reflects a commitment to social justice, improving learning and instruction, and challenging inequities in science education.”

[Social Thought
& Political
Economy Asso-
ciate Program
Director](#)

“The A.D. will share STPEC’s commitment to advancing social justice and diversity and to participatory decision-making. STPEC seeks candidates who have demonstrated a commitment to promoting diversity of backgrounds, cultures, and perspectives in educational environments. Hiring preferences include: ability to build curriculum addressing problems of colonialism and racism, for example using a decolonial perspective; record of excellence in teaching; and interest in program development and administration.”

University of Michigan (MI)	Student Administration Manager, Physics Department	"The selected candidate should have well-developed attention to detail; superior communication and interpersonal skills, including written communication; general knowledge of issues and concepts related to diversity, inclusion, equity, and social justice."	Assistant Professor in Water Policy, Politics and Planning	"At SEAS we are committed to creating and maintaining an inclusive and equitable environment that respects diverse experiences, promotes generous listening and communications, and discourages and restoratively responds to acts of discrimination, harassment, or injustice. Our commitment to diversity, equity and inclusion is deeply rooted in our values for a sustainable and just society."
University of Minnesota (MN)	Professor, Pulmonary Medicine and Health Policy	"In collaboration with Institute of Health Informatics, CTSI and School/Hospital leadership, improve the availability of, access to and utilization of large data sets for researchers, including trainees and researchers interested in health disparities and social justice."	Assistant Professor (Political Science: Political Theory)	"Scholars using approaches such as feminist theory, queer theory, critical race theory, and/or who focus on such issues as justice and injustice, inequality, or global migration are of special interest."
University of Missouri (MO)	Assistant Teaching Professor of Digital Storytelling and Film Studies Production	"Like other forms of storytelling, digital storytelling translates human knowledge and experience to reach audiences for artistic, commercial and social justice purposes."	Assistant Professor of Communication	"We encourage applications from individuals who demonstrate a commitment to social justice, diversity, and the inclusion of all persons in serving both undergraduate and graduate students from diverse racial, ethnic, and gender groups."

<p>University of Nevada, Las Vegas (NV)</p>	<p>Executive Director of Undergraduate Research, Division of Research and Economic Development</p>	<p>"Encouraging and supporting our underrepresented and underserved students, with a purposeful commitment to valuing identity and diversity and ensuring equity, access, and social justice."</p>		
<p>University of New Mexico (NM)</p>	<p>Assistant Professor: Instrumental Music Education</p>	<p>"Creative specializations in two or more of the following areas: conducting, jazz, assessment, diversity, band education, orchestral education, string pedagogy, multicultural music education, mariachi, music learning theory, culturally responsive pedagogy, sociology, psychology, special learners, technology, vernacular music, social justice, or creativity."</p>	<p>Open Rank - Clinical Law Professor</p>	<p>"The School of Law's Clinical Law Program is widely regarded to be among the finest in the country. It is committed to serving low-income clients, increasing access to justice for those historically under-served, and to social justice advocacy."</p>
<p>University of Pennsylvania (PA)</p>	<p>Associate Director of Alumni and Student Engagement</p>	<p>"The School of Social Policy & Practice (SP2) is noted for its commitment to social justice and to educating students that will take an active role in the struggle against oppression."</p>	<p>Professor of Practice in K-12 Educational Leadership</p>	<p>"We welcome candidates committed to social justice and interested in mentoring students and advising student leadership initiatives."</p>
<p>University of Washington (WA)</p>	<p>Victim Advocate and Educator</p>	<p>"Experience working with a diverse community and commitment to diversity and social justice."</p>	<p>Academic Counsellor, Student Services, School of Social Work</p>	<p>"Our innovative academic programs and guided field placements provide the foundation for a viable career dedicated to human justice and social change."</p>

<p>University of Wisconsin-Madison (WI)</p>	<p>Director of Writing Center and Writing Across the Curriculum</p>	<p>“The Writing Center and WAC Program have a long-standing commitment to social justice and equity.”</p>	<p>Shelving & Storage, Verona Shelving Facility</p>	<p>“The Libraries at the University of Wisconsin-Madison are dedicated to the practices of social justice, diversity, equality, and respect among our staff, students, collections, and services. We strive to overcome historical and divisive biases in our society and embrace diverse points of view as assets to the fabric of our community. All positions will be called on to contribute to building this environment.”</p>
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<p>Vanderbilt University (TN)</p>	<p>Program Coordinator, LGBTQI Life</p>	<p>“Reporting to the Director of the LGBTQI, the Program Coordinator is primarily responsible for developing programs that facilitate LGBTQI+ students success and educate the larger campus on issues related to sexuality, gender identity, intersectionality, and social justice.”</p>	<p>Student Care Coordinator, Community Standards and Student Support</p>	<p>“The Office of the Dean of Students is organized into four principal areas: Community Standards and Student Support, Experiential Learning, Residential Experience, and Social Justice and Identity.”</p>
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Chart 20: Social Justice Journals

[Action Research Journal](#)

[Ada: A Journal of Gender, New Media, & Technology](#)

[Affilia: Journal of Women and Social Work](#)

[American Indian Law Journal](#)

[American Journal of Orthopsychiatry](#)

[American Journal of Sexuality Education](#)

[Asian American Journal of Psychology](#)

[Asian American Law Journal](#)

[Atlantis: Critical Studies in Gender, Culture & Social Justice](#)

[Berkeley Review of Education](#)

[Bilingual Research Journal](#)

[Boston College Journal of Law & Social Justice](#)

[Canadian Journal for the Study of Adult Education](#)

[Capitalism, Nature, Socialism](#)

[Cardozo Journal of Equal Rights and Social Justice](#)

[Change: The Magazine of Higher Learning](#)

[Chiricú Journal: Latina/o Literatures, Arts, and Cultures](#)

[College Student Affairs Journal](#)

[Communication & Critical/Cultural Studies](#)

[Communication, Culture & Critique](#)

[Community Development Journal](#)

[Community Works Journal](#)

[Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice](#)

[Contemporary Readings in Law and Social Justice](#)

[Critical Education](#)

[Critical Intersections in Education](#)

[Critical Literacy: Theories and Practices](#)

[Critical and Radical Social Work](#)

[Critical Social Work](#)

[Critical Studies in Education](#)

[Critical Studies in Teaching and Learning](#)

[Critical Theory and Social Justice: Journal of Undergraduate Research](#)

[Cross Cultural & Strategic Management](#)

[Cultural Diversity & Ethnic Minority Psychology](#)

[Cultural Studies of Science Education](#)

[Cultus: The Journal of Intercultural Mediation and Communication](#)

[DePaul Journal for Social Justice](#)

[*Development in Practice*](#)

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