



global classroom. We explore modern racism, privilege, discrimination, institutional values and structural exclusion.

**Key questions we will explore throughout this module are:**

- How do we exhibit leadership in a transform(ed)(-ing) and divers(ified)(-ing) classroom?
- Why do our own worldviews and thinking on diversity matter?
- What are the challenges of true equality?
- What are the skills we need to enhance equity in our environments?

The ethos behind the module design is that by actively linking thinking and emotion participants will be empowered to take action to achieve greater social equality.

This interactive experiential learning module will equip participants to critically reflect and evaluate their contextual/subjective worldview in the milieu of social justice issues in education institutions of the 21st century. We will journey to deepen our understanding of achieving equality in an unequal society through positive equity-based measures.

Participants will be required to contribute a significant amount of the secondary content around the principles of transformation and diversity. We encourage students to bring realities from a variety of settings into this learning experience while we concurrently explore major diversity related themes emerging from the Majority World. By using real world case studies, from universities and civil society, we will uncover the layered challenges and opportunities faced by institutions still dealing with the vestiges of a colonial past whilst building on new models for inclusivity. Topics will include human rights, social determinants of health, unfair discrimination, various forms of harassment, empathy skills, mediation as alternative dispute resolution and self-limiting mental models. Along with these topics social media-based bullying, micro-aggressions, power & status, disability, embracing gender expression, queer sexualities and HIV/Aids will be engaged. We will also discover how stigma (internal & external) and discrimination contribute to individual and systemic vulnerability. Keeping these topics in mind, participants will be expected to explore learning/unlearning opportunities within their graduate programmes/organisations with a view to greater equity in the global classroom.

**Outcomes of the module include:**

After this course you are able to:

- Understand a health and social justice model.
- Define and engage with equality, equity and transformation.
- Analyse challenges and opportunities equity presents to the global classroom.
- Develop interventions/recommendations based on topical case studies.
- Exhibit reflective thinking with regard to the impact inequalities and social vulnerability has on society.

**Modes of delivery include:**

- Lectures and power point presentations;
- Facilitated interactive discussions;
- Case study analysis;
- Demonstrating and encouraging experiential learning methods;
- The use of multimedia platforms;

- Critical and reflective thinking;
- Personal reflections and debriefing;
- SUNLearn will be used to upload power point presentations and additional reading.

**Lecturers:**

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(Offices are all situated at the Equality Unit, CSCD  
39 Victoria street )

**Course Content:**

<p><b>Module Introduction, Attitudes &amp; Worldview</b></p> <p>Any course on Social justice can not be complete without interrogating our own worldview, value systems and attitudes. This exercise (but included throughout the course) will focus on interactive exercises and discussions exploring how our own worldview plays a pivotal role in our engagement with issues related to equity and vulnerability.</p>
<p><b>Theoretical foundations</b></p> <p>An interactive and experiential learning methodology will be used to underpin a theoretical overview of the Health and Social Justice Model by Prof JP Ruger. We will discuss how we understand and define concepts around equity, equality and transformation (PowerPoint presentation and discussion).</p>
<p><b>Five faces of oppression</b></p> <p>We will discover challenges that are present in Higher Education Institutions (HEIs) systems across the globe by facilitating participant feedback and critical engagement about the role of transformation and equity from their own experiences on campuses.</p>
<p><b>Case studies</b></p> <p>The themes for the morning sessions are around the impact gender and sexualities have and their role in a transforming workforce. Case study examples include: #RhodesMustFall / #FeesMustFall #MeToo The Black Lives Matter movement #EndRapeCulture</p>
<p><b>Critical self knowledge for social justice</b></p> <p>Working groups will gather information and do analysis (from online resources) on allocated regional HEI sectors with a view to make recommendations, or to propose interventions, for mainstreaming the transformation agenda in classrooms. Working groups will be given set guidelines to work towards creative, innovative and scale-able but context specific actions plans.  We will take joint ownership with participant groups to critically evaluate and improve proposed interventions and/or recommendations which stem from their presentations.</p>
<p><b>Wrap up</b></p> <p>To conclude and wrap up the course we will unpack some of the thought skills participants and course presenters developed. We will connect these key learning experiences into the health and social justice approach to advance greater equity and leadership in the global classroom.</p>
<p><b>Evaluation</b></p> <p>Students will be evaluated in small group contexts and individually by developing a group presentation and group project, doing an individual written assignment and writing a formal test.</p>

**Assessment:**

Students will be assessed both in small groups as well as individually:

**Group assessments (10%):**

- ⌘ Group presentation
- ⌘ Group project

**Individual assessments:**

- ⌘ write a formal test (45%).
- ⌘ submit a written assignment (40%).

The final mark will be compiled as follow:

**Test (45%) + Assignment (40%) + group assessments (10%) +  
Class participation (5%) = 100%**

*(Further information and guidelines regarding the assessments  
will be provided in class.)*

**Study material:**

- ⌘ Handouts and study materials will be issued at the first lecture
- ⌘ Articles on each topic including the class presentations will be placed on SUNLearn during the course

**Recommended Reading:**

- Ruger, J.P. 2009. Health and Social Justice. Oxford University Press.
- Adams, M. et al. 2013. Readings for Diversity and social justice. Routledge.

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