FA22 EQUITABLE SPACES (EQS) COURSES

Four One-Credit EQS courses are offered each semester that advance diversity, equity, and inclusion. The topics change per semester and always address social and cultural dynamics impacting the United States and/or global systems.

For more information, visit the EQS website

EQS*101*01 PRIVILEGE & SOCIAL JUSTICE IN EDUCATION *(Liberal Arts credit)*

Instructor: Dr. Jesse Redlo (he/him/his)

Day/Time: *Mondays, 11:30 AM - 12:20 PM*

Course Description: This course will focus on building self-awareness about the privilege one has and the types of privilege surrounding us in education. In addition, ideas about privilege will be used to introduce the need for social justice, a concept that will be defined, reflected upon, and applied through service-learning. Particular emphasis will be given to how social justice has historically permeated education and how it continues to influence modern education. Students will engage in intrapersonal, reflective activities to learn more about their own worldviews, positionality, core values, and biases. Based upon this new self-awareness, students will practice effective interpersonal communication skills by engaging with peers to have respectful and insightful dialogues about differing viewpoints. Lastly, students will combine this knowledge with some theoretical concepts from class discussions to assist with community-based educational initiatives, centered on social justice in the local Rochester community. The class will culminate in a reflection on knowledge and skills gained from course activities, how students' pre-existing notions have been altered, and how students will affect change in the future.

EQS*102*03 EQUITABLE WORK

Instructors: Dr. Rose Hair (she/her/hers)
Ms. Emily Carpenter (she/her/hers)

Day/Time: *Mondays, 1:30 PM - 2:20 PM*

Course Description: This course aims to blend 21st-century human resource management and organizational development topics together with practical strategies and actionable knowledge for today's college students entering the world of work. Topics covered include the history and evolution of equitable work + self-discovery + conducting your own authentic and

values-aligned job search + making the work world more equitable, diverse, and inclusive. *AAUW Salary Negotiation certificate included in the course.*

EQS*102*04 (dis)ABILITIES 101

Instructor: Ms. Melyssa Mantell (she/her/hers)

Day/Time: *Thursdays, 1:30 PM - 2:20 PM*

Course Description: How individuals with intellectual and developmental disabilities are viewed and supported differs in each culture, and throughout history. Disability is socially constructed. Students in this course will examine their personal biases and build knowledge around the 13 disabilities that are classified in the U.S. and much of the world. This will be done through case studies, presentations from individuals within the classification, and participation in the LifePrep@Naz program. Students will collaborate on an advocacy project, taking action to create a more just, equitable, and inclusive society.

EQS*102*02 CREATIVE WRITING FOR SOCIAL CHANGE

Instructor: Ms. Lori Huth (she/her/hers)

Day/Time: *Fridays, 12:30 PM - 1:20 PM*

Course Description: In this cross-genre course, students will learn how to read, engage with, and produce writing that is aware of its context and its impact on the/a community. Students will create writing that actively engages with privilege, inclusivity, and difference, with the intent of breaking silences, bearing witness, and seeking justice. Students will articulate an answer to the question of whether creative writing is, can be, or should be a force for social change. Renowned Japanese filmmaker Akira Kurosawa said that "The artist is the one who does not look away." His statement highlights one of the central tenants of this course: in order to write well about challenging topics, one must "look" well at things that other people ignore or look at superficially or carelessly. We will discuss what looking (and listening) well means and use that directive as a starting point for understanding how to engage in discourse about challenging topics with sensitivity and purpose.