

COMM 5301

Communication & Social Justice

Division of Communication Studies

Class meeting time: 12 – 4 pm

Umphrey Lee Room TBD

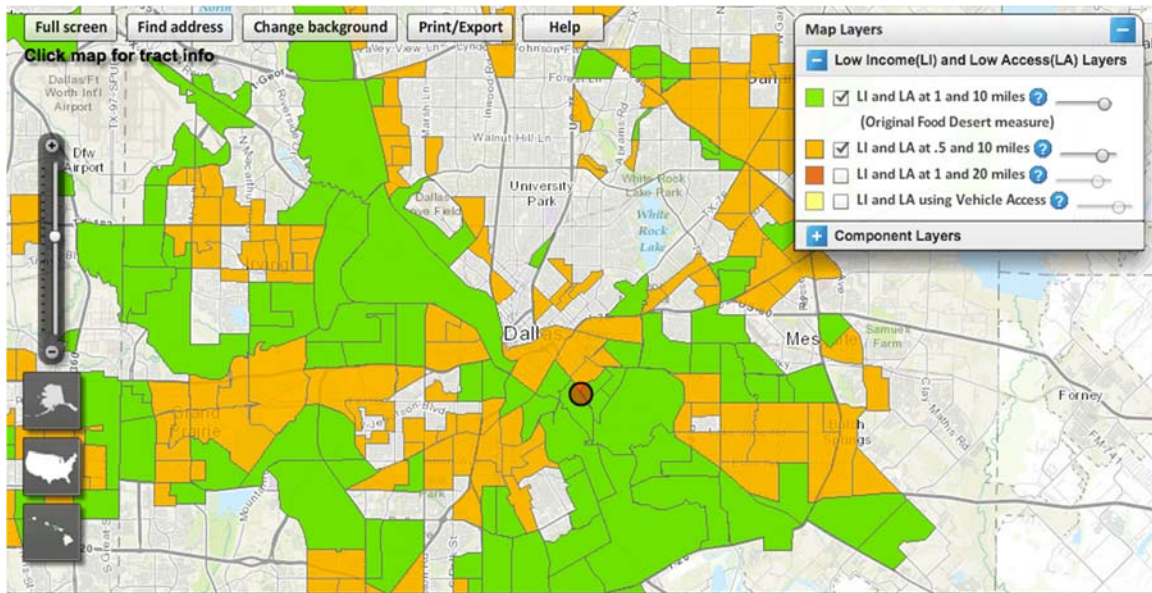
Instructor	Owen Hanley Lynch, PhD	E-mail	olynch@smu.edu
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Office	215 Umphrey Lee		

Course Description and Objectives

Communication impacts people whether it is on an interpersonal, group, organizational or societal level. *Applied communication* is the study of HOW people apply and research strategic communication in order to create equitable change in multiple contexts.

The purpose of this course is to develop a greater understanding of how communication concepts, principles, theories, methods, facilitations, and other practices can be applied to address important real-world issues and problems to create just outcomes. We will, thus, focus on how communication scholars can engage with local communities and help them define and address important issues in their communities. We will consider how to help communities bring local resources to bear and connect with communities of privilege to improve people's lives. We will do so by **(a) discussing important conceptual issues that frame justice communication scholarship, (b) examining some purposes and methods that inform justice communication scholarship, and (c) using this literature to examine and further Get Healthy Dallas' -Asset Based Community Development work in South Dallas.**

Justice Issue: Food & Job Deserts in South Dallas



Food Deserts in Dallas

At Get Healthy Dallas, we define any locale where residents face limited access to fresh, healthy food as a food desert.

- In 2011 the United States Department of Agriculture (U.S.D.A.) labeled half of South Dallas a food desert.

- USDA's Definition of Food Desert: "Food deserts are defined as parts of the country vapid of fresh fruit, vegetables, and other healthful whole foods, usually found in impoverished areas. This is largely due to a lack of grocery stores, farmers' markets, and healthy food providers."

- Known effects of Urban Food Deserts: Recent studies conducted by U.S.D.A. of urban food deserts found these neighborhoods are often short on fresh food providers, especially fresh fruits and vegetables. Instead, they are heavy on local quickie marts that provide a wealth of processed, sugar, and fat laden foods that are known contributors to our nation's obesity epidemic.

What is A Job Desert?

South Dallas (75215 & 75210): An area of sustained chronic disinvestment.

- Urban areas suffering from chronic disinvestment create job deserts with high poverty rates, low employment rates, low employment opportunities, low capital income, low investment and inadequate public transportation infrastructure.
- Higher than Acceptable Poverty Rates: The poverty level in South Dallas is 27.5% greater than the Dallas average and 27.1% greater than the Texas average. The median earnings for males in South Dallas are 15.9% greater than the median earnings for females in South Dallas.
- Unemployment rate for the Dallas Fort Worth area in 2013 is 6.4% while in South Dallas it is estimated to be 18-24% (US bureau Labor Statistics).
- Before the recent recession the per capita income in 2008 for South Dallas was \$ 12,529 in contrast to Dallas as a whole, which was \$43, 212 in 2008 (Dallas Office of Economic Development).
- Female headed household with children under 17 living in poverty is 57% in South Dallas (Dallas Morning News).
- Finish High-school: Only 48% of residents ages 25 and older in South Dallas finished high school, compared to 70% for the city of Dallas. In 2005, 4% of residents in South Dallas finished college, compared to 28% for the city of Dallas (J McDonald William's institute 2006 Issues Brief).

Urban Desert Islands

The issue of transport and the stranded urban poor: According to the National Association of State Community Services, transportation by low-income individuals and families has become limited in low-income areas of central cities, while basic amenities are increasingly located in the suburbs. With new jobs emerging further and further away from central cities, many low-income workers often have difficulty accessing jobs, training and other services such as childcare because of inadequate transportation.

Course texts

The Reluctant Farmer: An Exploration of Work, Social Class & the Production of Food (Communication and Social Justice) by Debbie S Dougherty (2012).

Food as Communication: Communication as Food - Janet M Cramer (2011).

Communication Activism: Vol III Struggling for Social Justice Amidst Difference. Lawrence Frey & Kevin Carragee (2011).

Blackboard Articles

- Kreps, G. L., Frey, L. R., & O'Hair, (1991) D. Applied communication research: Scholarship that can make a difference. *Journal of Applied Communication*, 1, 71-87.
- Frey, L. R., Pearce, W. B., Pollock, M. A., & Artz, L. (1996). Looking for justice in all the wrong places: On a communication approach to social justice. *Communication Studies*, 47, 110-127.
- Wood, J. T. (1996). Social justice research: Alive and well in the field of communication. *Communication Studies*, 47, 128-134.
- Makau, J. M. (1996). Notes on communication education and social justice. *Communication Studies*, 47, 135-141.
- Pollock, M. A., Artz, L., Frey, L. R., Pearce, W. B., & Murphy, B. A. O. (1996). Navigating between Scylla and Charybdis: Continuing the dialogue on communication and social justice. *Communication Studies*, 47, 142-151.
- Frey, L. R. (Ed.). (1998). Communication and social justice research [Special issue]. *Journal of Applied Communication Research*, 26(2).
1. Frey, L. R. Communication and social justice research: Truth, justice, and the applied communication way. 155-164.
 2. Ryan, C., Carragee, K. M., & Schwerner, C. Media, movements, and the quest for social justice. 165-181.
 3. Crabtree, R. D. Mutual empowerment in cross-cultural participatory development and service learning: Lessons in communication and social justice from projects in El Salvador and Nicaragua. 182-209.
 4. Artz, L. African-Americans and higher education: An exigence in need of applied communication. 210-231.
 5. Hartnett, S. Lincoln and Douglas meet the abolitionist David Walker as prisoners debate slavery: Empowering education, applied communication, and social justice. 232-253.
 6. Varallo, S. M., Ray, E. B., & Ellis, B. H. Speaking of incest: The research interview as social justice. 254-271.

7. Pearce, W. B. On putting social justice in the discipline of communication and putting enriched concepts of communication in social justice research and practice. 272-278.

Colquitt, J. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425-445.

D Endres, M Gould (2009) "I Am Also in the Position to Use My Whiteness to Help Them Out": The Communication of Whiteness in Service Learning. *Western Journal of Communication*, 73 (4) 2009.

Walker, R. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. *Health & Place*, V1, 5, 876-884.

Godan C. (2011). Measuring food deserts in New York City's low-income neighborhoods. *Health & Place* V11.

Drieling, R., Ma, J., Stafford, R. (2011). Evaluating clinic and community-based lifestyle interventions for obesity reduction in a low-income Latino neighborhood: Vivamos Activos Fair Oaks Program. *Public Health*, V11.

Richardson, A., Boone-Heinonen, J., Popkin, B. Gordan-Larsen, P. (2012) . Are neighbourhood food resources distributed inequitably by income and race in the USA? Epidemiological findings across the urban spectrum. *BMJ Open* 2012: 2/2.

Zachary Schaefer et. al. (2013) Economic Justice & Communication Ethics: Considering Multiple Points of Intersection.

Student Learning Objectives

Pillar

Individual, Institutions & Cultures (level 2)

- Students will be able to analyze different theoretical or interpretive perspectives in the study of individual, social, cultural, political, or economic experiences. (Level 2) –SLO evaluated based on your *Lead Discussant* (LD) paper, LD presentation, LD oral test and class participation.
- Students will be able to evaluate critically the research outcomes and theoretical applications in the study of individual, social, cultural, political, or economic experiences. (Level 2) – SLO evaluated based on personal journal writing & final paper.

Proficiency

Oral Communication. Evaluation based on the following: 1) LD oral test 2) LD class presentation.

- Students will be able to select and use appropriate forms of evidence in a public presentation.
- Students will be able to design verbal messages to suit particular audiences and purposes.
- Students will be able to use visual cues (such as presentation software) to enhance a public presentation.

Class format and requirements

In this class “lectures” will be kept to a “minimum”. Instead, we will rely on active informed discussion about the readings. You are encouraged to participate fully in class discussions.

GRADED Assignments

1. Lead Discussant (LD) Reports (1000-2000 words each)

Your LD report will be a critique of your 10 assigned readings which will consist of the following:

Review: Consider the author’s reasons for writing the text (journal article or chapter in book), identify the major justice issue raised in it and the community effected by it, the thesis of the text (and possible communicative solution suggested), the direct (and perhaps overlooked) audience for the book, the evidence used to support claims, and the overall effectiveness of the text to address or identify equitable solutions. The review of the manuscript must be comprehensive (as it is a basis for your LD report to the class).

Analysis: Explain how the text fits in this course and agrees or disagrees with other texts we have read for this course. Provide analysis of your text and authors research from each of the following frames (examine the texts from a socio, cultural, political & economic frame).

Personal Critique: How did the text influence your ideas? Did it meet your expectations? Where do you find fault with or disagree with the author (warrant, claim and/or evidence is needed).

You will present your 10 LD reports in class and discuss what you learned in a report to your fellow classmates—See LD presentation.

2. Lead Discussant- Presentation

Each class meeting will focus on multiple texts. *One person will be assigned as lead discussants for each text.* Each of the discussants will be responsible for leading the class discussion on their text and class topic (theoretical perspective of communication justice) covered by their reading.

- Prepare a **10** minute presentation (you may use power point) that summarizes and critiques your text. Provide a critical review (A written report that overviews the text and identifies the central argument(s) of your text). Please provide hand-outs for the class (copy of deck if you use power point). The LD report will be structured in a Socratic manner: put a specific question or several ones and answer them.
- Point out the implications of the research findings for South Dallas and Get Healthy Dallas.
- Raise import questions that remain unanswered or point out new ones for the class discussion.

3. Class Journal (due last day of class)

You are to keep a journal (minimum of ONE reflection entry for EVERY class day 250-1000 words) of “wow I see a connection.” In addition to your “class day entries” in your journal you should have your LD report papers and presentation hand-outs.

These journal reflections should focus on the class reading and discussions as well as reflect on the implications of the research. **I will review your entries with you during office hours once a week.** You will be graded on your ability to think critically about the reading and the extent to which you are able to come up with new and interesting ideas.

4. Final Paper- Short Individual experience paper (2000- 3000 words) where you will tie the themes of the course together and reflect on communication justice reading and how they inform (or not) the issues of Food Deserts. This will be the last entry in your journal. **This Paper will be presented the last day of class.**

5. Citizenship—This is a class that requires sharing and discussing our individual and shared experiences along with reactions to food issues in our city and our collection of readings.

Grade distribution

1. Lead discussant: i. lead discussant papers (450pts).	
ii. LD Class Presentations (150pts).....	600 pts
2. Class Journal.....	200pts
3. Final Paper.....	100pts
4. Final Presentation	50pts
5. Class Citizenship.....	50pts
Total	1000pts

Grades will be distributed along the following scale:

A	1000-940 points
A-	939-900 points
B+	899-870 points
B	869-840 points
B-	839-800 points
C+	799-770 points
C	769-740 points
C-	739-700 points
D+	699-670 points
D	669-640 points
D-	639-600 points
F	Below 600 points

A Note about Grades: An A is reserved for work that is exceptional and exceeding of the instructor's expectations of performance for the task/course. Excellence in life and in class is a rare occurrence. "A's or "Bs" are not rewarded for simply doing those things that are expected of every Southern Methodist University Student—i.e. coming to class on time, submitting quality work, and respectful behavior in the classroom setting. I will not withhold any **earned** grade from a deserving student but neither will I reward mediocrity.

Grade checking & Disputing a Grade: Grades are a teachable moment and unfortunately sometimes the only personal mark of one's class performance, as a result I use grades as teachable moments—and prefer when possible to give verbal feedback

with each major grade . As a result I will **never** give out a grade to an individual during class (class is everyone's time). I will **always** be early and stay late for class to give out grades if desired. I will **only** discuss actual grades (i.e. point distribution) in my office. If you wish **to dispute a grade you must first do so in writing** (email), this will formalize your complaint and give myself time to review your dispute fully before we meet. I will respond back to your email and set up a time for us to discuss your dispute (assuming that it is not as simple as a computational error).

SMU Course Policies:

Academic Honesty & Misconduct.

You are bound by the Honor code and the SMU Student Code of Conduct. For complete details, see: http://www.smu.edu/studentlife/PCL_1_ToC.asp

Disability Accommodations.

Students needing academic accommodations for a disability please see me and I do what ever can be done to ensure you have opportunity to learn and perform to the best of your ability. (See University Policy No. 2.4.)

Religious Observations.

The University, as a nonsectarian institution of higher learning affiliated with the United Methodist Church, recognizes and welcomes the diversity of religious traditions represented on campus. University policy authorizes members of the SMU community to request alternative accommodations for required activities when observation of a religious holiday requires an absence. Students must notify their professor in writing by the 12th day of the semester of any such absences that will occur during that semester as a result of this policy. Accommodations will be made without penalty. It is the responsibility of the student to contact the professor to arrange acceptable ways for making up work missed because of absence. (see Policy 1.9).

Class Number & Date	Topic & Reading	Lead Discussant
<p>1. MAY 15th</p> <p>NOTE – You will be assigned one of these 7 readings BEFORE the first class day. Your first LD essay and Paper is due the 1st day of class.</p>	<p>What is a Food Desert ?– Issues Surrounding Justice, Economics & Privilege.</p> <ol style="list-style-type: none"> 1. Colquitt, J. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. <i>Journal of Applied Psychology</i>, 86(3), 425-445. 2. Zachary Schaefer et. al. (2013) Economic Justice & Communication Ethics: Considering Multiple Points of Intersection. 3. Walker, R. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. <i>Health & Place</i>, V1, 5, 876-884. 4. Godan C. (2011). Measuring food deserts in New York City's low-income neighborhoods. <i>Health & Place</i> V11. 5. Drieling, R., Ma, J., Stafford, R. (2011). Evaluating clinic and community-based lifestyle interventions for obesity reduction in a low-income Latino neighborhood: Vivamos Activos Fair Oaks Program. <i>Public Health</i>, V11. 6. Richardson, A., Boone-Heinonen, J., Popkin, B. Gordan-Larsen, P. (2012) . Are neighbourhood food resources distributed inequitably by income and race in the USA? Epidemiological findings across the urban spectrum. <i>BMJ Open</i> 2012: 2/2. 7. Introduction: Communication Activism for Social Justice Scholarship, Kevin M. Carragee and Lawrence R. Frey. <p><u>Communication Activism: Vol III</u> Struggling for Social Justice Amidst Difference. Lawrence Frey & Kevin Carragee (2011).</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. <p>TBD</p>
2. 16 th	<p>Food Access, Food Production & Privilege.</p> <p><u>The Reluctant Farmer: An Exploration of Work, Social Class & the Production of Food</u> (Communication and Social Justice) by Debbie S Dougherty (2012)</p> <ol style="list-style-type: none"> 1. Problems with food Productions. pp. 21-45 2. Problems with Social Class. pp. 47-73 	<ol style="list-style-type: none"> 1. 2. 3. <p>TBD</p>

	3. Social Class & Production of food. Pp. 209-238.	
3. 19	<p>Discursive Construction of Power.</p> <p>I. Endres, M Gould (2009) "I Am Also in the Position to Use My Whiteness to Help Them Out": The Communication of Whiteness in Service Learning. <i>Western Journal of Communication</i>, 73 (4) 2009.</p> <p>II. <u>The Reluctant Farmer: An Exploration of Work, Social Class & the Production of Food</u> (Communication and Social Justice) by Debbie S Dougherty (2012)</p> <ol style="list-style-type: none"> 1. Power & Social Class. pp. 75-107. 2. Discursive Construction of Middle Class Privilege. pp. 109-129. 3. Discursive Construction of Race & Gender with special focus on food production. Pp. 133-175 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
4. 20	<p>A field Recognizes an Area of Study: Social Justice scholarship in Communication Studies:</p> <ol style="list-style-type: none"> 1. Kreps, G. L., Frey, L. R., & O'Hair, (1991) D. Applied communication research: Scholarship that can make a difference. <i>Journal of Applied Communication</i>, 1, 71-87. 2. B. Frey, L. R., Pearce, W. B., Pollock, M. A., & Artz, L. (1996). Looking for justice in all the wrong places: On a communication approach to social justice. <i>Communication Studies</i>, 47, 110-127. 3. Wood, J. T. (1996). Social justice research: Alive and well in the field of communication. <i>Communication Studies</i>, 47, 128-134. 4. Makau, J. M. (1996). Notes on communication education and social justice. <i>Communication Studies</i>, 47, 135-141. 5. Pollock, M. A., Artz, L., Frey, L. R., Pearce, W. B., & Murphy, B. A. O. (1996). Navigating between Scylla and Charybdis: Continuing the dialogue on communication and social justice. <i>Communication Studies</i>, 47, 142-151. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

5. 21	<p>Applied Social Justice Communication Research:</p> <p>Frey, L. R. (Ed.). (1998). Communication and social justice research [Special issue]. <i>Journal of Applied Communication Research</i>, 26(2).</p> <ol style="list-style-type: none"> 1. Frey, L. R. Communication and social justice research: Truth, justice, and the applied communication way. 155-164. 2. Ryan, C., Carragee, K. M., & Schwerner, C. Media, movements, and the quest for social justice. 165-181. 3. Crabtree, R. D. Mutual empowerment in cross-cultural participatory development and service learning: Lessons in communication and social justice from projects in El Salvador and Nicaragua. 182-209. 4. Artz, L. African-Americans and higher education: An exigence in need of applied communication. 210-231. 5. Hartnett, S. Lincoln and Douglas meet the abolitionist David Walker as prisoners debate slavery: Empowering education, applied communication, and social justice. 232-253. 6. Varallo, S. M., Ray, E. B., & Ellis, B. H. Speaking of incest: The research interview as social justice. 254-271. 7. Pearce, W. B. On putting social justice in the discipline of communication and putting enriched concepts of communication in social justice research and practice. 272-278. 	
6. 22	<p>Food As Communication & Learning with others</p> <p><u>I. Food as Communication: Communication as Food</u>—Edited by Janet M Cramer (2011).</p> <p>Food Discourse: Media, Messages, and Food as a Communicative Practice (chapter 1(3-22) 2 (23-48) & 4 (37-44)).</p>	1, 2. 3. 4. 5. 6. 7.

	<p>Communicating Selves: Food & the construction of social Identity (Chapters, 5, 7 & 8)</p> <p><u>II. Communication Activism: Vol III Struggling for Social Justice Amidst Difference.</u> Lawrence Frey & Kevin Carragee (2011).</p> <p>7. Using Participatory Research to Address Substance Use in an American Indian Community, Lorenda Belone, John G. Oetzel, Nina Wallerstein, Greg Tafoya, Rebecca Rae, Alvin Rafelito, Lula Kelhoyouma, Ira Burbank, Carolyn Finster, Jennifer Henio-Charley, Phoebe G. Maria, Yin-Mae Lee, and Anderson Thomas.</p>	
7. 23	<p>What do we Value in Food</p> <p><u>Food as Communication: Communication as Food</u> –Edited by Janet M Cramer (2011).</p> <p>Culture & society: food & the Communciation of social & cultural Values (Chapter 10, 11, 12 & 13) pp 179-255,</p>	<p>1. 2. 3. 4.</p>
26th	University Holiday	
8. 27	<p>Food & the Environment</p> <p><u>Food as Communication: Communication as Food</u> –Edited by Janet M Cramer (2011).</p> <p>Enviroment Issues: Food and the Natural world (Chaptera 14, 15, 16, & 17, pp. 257-235)</p> <p>Foster, P. (2008) <u>End of Food</u>. Issues with Modern Food Production (blackboard excerpts).</p>	<p>1. 2. 3. 4. 5.</p>
9. 28	<p>Food in Contexts- Food banks, the School Lunch Room & the Expanded Place of eating Out.</p> <p>Food & Communication in relationships: Organizations & interpersonal Contexts. (Chapters 19, 20, 21 & 22, pp. 337-444).</p>	<p>1. 2. 3. 4.</p>
10. 29	<p>Equitable Solutions & Social Change</p> <p><u>Communication Activism: Vol III Struggling for</u></p>	<p>1. 2. 3.</p>

	<p>Social Justice Amidst Difference. Lawrence Frey & Kevin Carragee (2011).</p> <p>Food Fights: Reclaiming Public Relations and Reframing a Runaway Food System Through a Grassroots Movement, Jeanette L. Drake. .</p> <p>Activating Ethical Engagement in Organizations: Negotiating Ethical Tensions and Practices in a Business Ethics Initiative, Steve May.</p> <p>Organizing for Social Change: Communicative Empowerment for Small Business Development and Job Training for People Who are Poor, Michael J. Papa, Wendy Papa, and Rick A. Buerkel.</p>	
11. 30	Final Paper & Journal due- Final Class Presentation.	