

**SECTION V.
SABBATICAL LEAVE APPLICATION**

Name: Andrew Barlow		Date: 1/27/17
College DVC	Teaching field(s) Sociology	
Sabbatical leave period requested FA 2017	Years of service in CCCC: 28	
<p>Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities). FA 1996: Reader on Race in the United States for Soc. 135 FA 2004: Partnerships for Excellence: Community Empowerment and California Community Colleges.</p>		
<p>Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable.</p> <p> <input type="checkbox"/> Institutional study (complete Form A) <input type="checkbox"/> Travel (complete Form B) <input checked="" type="checkbox"/> Professional Study and/or Creative Study (complete Form C) </p>		
<p>GENERAL SUMMARY OF SABBATICAL PROGRAM (GIVE A 100-WORD MAXIMUM STATEMENT)</p>		
<p>Project Description: Social Justice in the United States: 1955-2017</p> <p>This project is a sociological monograph on changing understandings of and strategies for social justice in the U.S. since 1955. It will provide an analysis of social conditions supporting the particular vision of social justice that arose in the 1950s, its spread in the 1960s and 1970s, and changing social conditions contributing paradoxically to its loss of initiative but also to Obama's Presidency. It will examine new concepts of social justice articulated by Occupy Wall Street, Black Lives Matter, Standing Rock and other movements, situated in their social context. Links to primary materials and instructional activities will be included.</p>		

Name: Andrew Barlow

VALUE TO EDUCATIONAL PROGRAM

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

Describe how the proposed sabbatical will benefit the educational program. In particular:

1. How will it benefit students, programs, or staff/colleagues?

- A. The college:** DVC is improving its capacity for equitable and inclusive excellence based on the 2013-2017 Strategic Plan directive and its values of excellence, equity, and learning. Developing a Social Justice major was identified as a college priority for innovation in Spring 2015 in order to advance the institution's capacity for inclusive excellence. The major will be offered for the first time in Fall 2017 or SP 2018. This sabbatical project will support institutional capacity building to implement the Strategic Plan; it will also provide a unique resource for student engagement and professional development and it will expand curricular innovation on social justice in the new Social Justice major and in other programs. It will also provide instructors and students throughout the college with a resource that will present an in-depth analysis of the understanding and practice of social justice in the U.S.
- B. Students:** Marginalized students succeed when they see their social concerns included in the college curriculum. (*RP Group Student Support (Re)Designed 2014). The proposed project directly contributes to development of the institution's capacity to address marginalized students' increasingly urgent interest in social justice, and therefore to their engagement and connection to the institution and their own educational path. This proposed project would contribute to furthering conditions for inclusive excellence that support greater success for these students. This proposed project will give students a deeper connection to the past and a clearer understanding of their agency in the present, which can increase their motivation for academic success. Curricula that address the needs of marginalized students also increase engagement and success for all students (**Ibid.** 2014). A very large number of students in a large number of courses are the intended audience for this project (see next section).
- C. Programs:** This proposal addresses a current need of the Social Justice major. The Social Justice major will be launched in Fall 2017 or Spring 2018. This major consists of three core courses: Sociology 135 (Patterns of Ethnic Culture), Social Science 120 (Women and Society) and Sociology 124 (Gender and Society), and 25 elective courses from a range of programs and disciplines. This sabbatical project will provide instructors and students enrolled in all courses aligned with the Social Justice major--as well as in other courses that address social justice issues--with a resource to ground their discussions of social justice. The text will include suggested student activities that support Social Justice major program-level student learning outcomes. (For example, in support of community engagement learning outcomes, after reading about the concept of social justice articulated by Standing Rock tribal leaders, students could be asked to identify community groups in their area that are working on similar issues.)

This proposed project also supports the growing focus on social justice issues in all courses in the Sociology program. In the last two years, the Sociology program has been discussing

how to incorporate social justice into the entire program. As with the Social Justice major, this sabbatical project provides a useful resource on this topic. Also, since the project entails an analysis of social conditions supporting concepts of and strategies for social justice in different eras, it can be useful for discussions of race, class and gender, social change, institutional analysis of the state and the economy, and other basic topics in sociology throughout the curriculum.

Social justice issues are currently included in the curricula in a number of Social Science, English, Humanities, Art, Music and Drama courses, as well as in learning communities (Puente, Umoja, Mesa). This sabbatical project will provide useful resources for students in all of these settings. This monograph could also support new curriculum development in many other programs by providing a basis for a rich conversation on social justice throughout the college. Here is a list of all current DVC courses aligned with the Social Justice major:

SOCIO-135 Introduction to Race and Ethnicity
SOCIO-124 Gender, Culture and Society
ENGL-163 Asian American Literature
ENGL-167 Latin American Literature
HIST-125 History of the United States: A Mexican American Perspective
HIST-127 African American Perspective History of the US to 1865
HIST-128 African American Perspective History of the US after 1865
HIST-129 History of Asian and Pacific Islanders in the United States
PSYCH-140 Psychology of African Americans in a Multicultural Society
SOCSC-120 Women and Social Change in the United States: 1890-Present
SOCSC-220 Women in United States Society
HIST-170 History of Women in the United States before 1877
HIST-171 History of Women in the United States after 1865
ENGL-164 Native American Literature
ENGL-166 African American Literature
ENGL-168 The Literatures of America
ENGL-173 Queer Literature Across Cultures
ENGL-190 Multicultural Literature by American Women
FTVE-210 American Ethnic Cultures in Film
FTVE-260 Ethnic Images in United States Television
HUMAN-115 Humanities: The American Multicultural Experience
MUSIC-112 American's Music: A Multicultural Perspective
MUSIC-117 History of Rock and R&B
MUSIC-118 The History of Jazz
PSYCH-141 Psychology of Latinos/Chicanos in the US
SOCIO-121 Social Problems
SOCIO-125 Introduction to Marriage and Family

The project will also be a resource for sociology courses in addition to those included above:

SOCIO 131: Urban Sociology
SOCIO 121: Social Problems
SOCIO 122: Critical Thinking With Sociology

D. Faculty Colleagues: There is widespread interest among DVC faculty in social justice issues, as evidenced by three FLEX meetings on the Social Justice major attended by over fifty participants in total. At these meetings, faculty acknowledged that we need greater clarity on the concept and practice of social justice. Professional development on the concept, history and practice of social justice is essential both for our own ability to teach social justice, and so that we can better understand our students' reactions and thoughts

on the topic. This sabbatical project is intended to provide faculty with resources to inform their own teaching, as well as to provide students with a resource so that they can articulate their own ideas and questions about social justice. I will consult with a number of DVC colleagues for recommendations of primary documents and music, art, drama representations to be used as links. (See attached letters about the need for and potential impact of this proposed project on programs, courses and individual faculty members' professional development.)

2. How will it enhance and/or improve your background and professional competence?

This proposed project affords me the opportunity to significantly expand my understanding of social justice in light of the new thinking in social justice movements today. I have been teaching, practicing, and writing about social justice for over fifty years. I have written two nationally recognized books on the subject (*Between Fear and Hope: Globalization and Race in the United States* 2003, and *Collaborations for Social Justice: Professionals, Politics and Policy Change*, 2008.) The new social justice movements of the last five years, particularly in the face of a newly energized politics of the right, have challenged me to re-think my own understandings of social justice that grew out of the 1960s civil rights movement and my own work as an activist in that movement. At this critical moment, when an authoritarian regime is taking power in the U.S.—for our students as well as for us as teachers of social justice issues—I need to more deeply understand new thinking about social justice arising out of such powerful movements as Standing Rock, Black Lives Matter, and Occupy Wall Street. This project will enable me to more effectively engage with, teach, write about, and support social justice efforts today. It will make me a far more effective and relevant teacher of sociology and advocate for institutional improvement at DVC.

3. How will it relate to your ongoing professional assignment?

I am one of the lead faculty developers of the Social Justice major and the chair of the Sociology program. This sabbatical project will allow me to make a significant contribution to both the Social Justice and Sociology programs, as the topic of this project is directly related to the content of all courses taught in both programs. This project will allow me the opportunity to extend the analyses presented in my two previous books about the interplay between globalization, neo-liberal policies and racism, and the new opportunities for social justice in this era. It will also allow me the to make a contribution to increase DVC's capacity for inclusive equity, and enhance my professional capacity to mentor students who are seeking to develop their leadership capacities while at DVC.

4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

This work cannot be done without the support of a sabbatical leave. It involves amassing and reading many primary and secondary sources, analyzing the political, economic and social conditions of the past 62 years, developing a coherent synthesis of a variety of issues, writing the text in clear and accessible language, and producing a visually appealing on-line text with suggested student activities and links to primary sources. (See time line below for details).

Name: Andrew Barlow

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the “Proposed Evidence of Completion” is weighted twice that of all other rubrics.

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

Institutional study

Objective: 9 units of graduate level history courses as indicated on Form A will be taken at ... University.
Evidence: (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

Travel

Objective: Travel to archeological zones in Central America.
Evidence: (Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by specifying the minimum number of slides, pages in a journal, number of museums, etc. If you so state, you must provide tangible evidence in your final sabbatical leave report that you have, in fact, written the minimum number of pages you proposed, visited the minimum number of archaeological zones you proposed, etc.)

Professional study and/or creative study

Objective: Compose a musical score or write a textbook.
Evidence: (Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

Objective:

I propose to write a sociological monograph that analyzes the main concepts of and strategies for social justice from the U.S. civil rights movement in the 1950s to the present. In particular, the text will:

- a. Describe the concept of social justice that arose in the United States in the 1950s and 1960s;
- b. Provide an analysis of the social conditions supporting this model, and describe its spread in the 1960s and 1970s to women's, gay liberation, disabilities rights, and environmental justice movements;
- c. Analyze the changing social conditions that contributed to the loss of grassroots initiative for the civil rights model of social justice in the 1980s and 1990s while electoral power continued to increase
- d. Describe the new concepts of social justice articulated by Occupy Wall Street, Black Lives Matter, Standing Rock and other contemporary movements;
- e. Analyze the social conditions supporting contemporary social justice movements.;
- f. Identify issues and questions facing social justice efforts in the coming years;
- g. Include questions for students to engage with the material in class and in community-based research;
- h. Include links to primary documents of social justice past and present, as well as representations of social justice in other disciplines, such as music, art, drama, and literature.

Evidence of Completion:

I will write a sixty-page (18,000 word minimum) text with 20 (minimum) embedded links to primary sources, to be completed by December 20, 2017.

The document and the linked sources will be available to the college on the DVC Social Justice program website in a universally accessible format.

The work will be presented at a FLEX workshop in January 2018. The purpose of the workshop will be: 1. To elicit feedback on the sabbatical project so that the document broadly includes DVC faculty insights, and 2. Discuss how the document can be used in different courses.

A college forum for students and faculty on the project will be offered in SP 2018.

Project Outline:

- I. The Concept of Social Justice in the 1955-1965 Civil Rights Movement (CRM)
 - A. Social justice, the individual and society
 - B. Assumptions about the role of government
 - C. Assumptions about the nature of civil society
 - D. Assumptions about economic growth
 - E. Challenges to this model: the rise of black, Chicano, Puerto Rican and Native American nationalisms.

- II. The Spread of the CRM model of Social Justice to other 1970's Liberation Movements
 - A. Women's liberation
 - B. Gay rights
 - C. Environmental justice
 - D. Disability rights
 - E. The common focus on political power and state action

- III. The rise of neo-liberalism in the 1980s and 1990s
 - A. The growing backlash against social justice
 - B. The defensive stance of social justice efforts in the '80s, '90s, and 2000s
 - C. The continuing momentum of electoral efforts.

- IV. Resisting Neo-Liberalism 'from above:' The Obama years 2008-2016A.
 - A. The Dodd-Frank Wall Street Reform and Consumer Protection Act
 - B. The Patient Protection and Affordable Care Act
 - C. Advancing LGBTQ rights
 - D. Advancing environmental regulation
 - E. Decriminalization as social policy
 - F. The limits on social justice in the Obama years

- V. The Rise of a New Approach to Social Justice in the 21st Century
 - A. The deepening concept of social justice: the rise of intersectionality and opposition to the matrix of domination in the 1990s-2000s
 - B. New assumptions about the state as a hostile force

- C. Revitalization of civil society: its centrality in in Occupy Wall Street, Black Lives Matter, and Standing Rock
- D. New assumptions about the economic future in the 21st Century
- E. The impact of environmentalism on social justice

VI. New challenges for Social Justice Movements

- A. Re-envisioning the role of the state
- B. Incorporating economic analysis into social justice
- C. The future of civil society

The monograph will include twenty (minimum) embedded links to primary documents, art, music and drama. The selection of links will be informed by input from faculty colleagues at DVC, and will be based on (a) the importance of the original source for deepening students' understanding of the issues discussed in the monograph; (b) demonstrating the inter-disciplinary basis of social justice work; (c) highlighting the important role of art, music and drama in social justice work. In order to assure accessibility to all DVC students, faculty and staff, the links will be curated and the entire document will utilize universal design features so that all materials will be accessible and compliant.

Each section will include instructional materials: prompts for students to engage in small group activities and community-based research as they reflect on each section. Here, too, suggestions will be solicited from DVC colleagues.

Name: Andrew Barlow

PROFESSIONAL STUDY AND/OR CREATIVE STUDY

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)

This project requires amassing a large number of primary and secondary sources, an analysis of the interaction between the concept of social justice and the social conditions supporting (or undermining) it, composing a clearly written accessible text, developing pertinent student classroom activities, identifying and curating important source materials to be embedded in the text, and producing a clean, visually inviting and accessible document to be posted on a DVC website. The project also involves planning a January 2018 FLEX activity and a college forum in Spring 2018.

Proposed Time Line

Week 1 and 2: Identify and read existing primary sources and analyses of the civil rights movement's conception of social justice and secondary sources analyzing this conception of social justice.

Week 3: Write an analysis of the civil rights movement's conception of social justice. I anticipate embedding links to M.L King Jr.'s "Letter From Birmingham Jail," Malcolm X's "The Ballot or the Bullet," and speeches by Gloria Steinem and Harvey Milk. Also, links to freedom songs and movement art will be included, as well as an essay by Bernice Reagan on the impact of the civil rights movement on popular music in the 1960s and 1970s. A link to a video of a Luis Valdez play will also be included. For these resources, I will consult with music, art and drama faculty at DVC.

Week 4: Review existing analyses of the social, political and economic conditions supporting the civil rights movement's conception of social justice. Readings will include: Aldon Morris, The Origins of the Civil Rights Movement, Doug McAdams, Political Processes and the Development of the Black Insurgency, and, of course, ML King Jr., Why We Can't Wait, and Where Do We Go From Here?, works of Manning Marable, David Cone, Malcolm, Martin and America, Joel Krieger, Reagan, Thatcher and the Politics of Decline, and Ira Katznelson, Fear Itself: The New Deal and the Origins of Our Time.

Week 5-6: Write an analysis of the social, political and economic conditions supporting the civil rights movement's conception of social justice. I am optimistic this work can be accomplished in this time frame because it will build on my earlier writing in *Between Fear and Hope: Globalization and Race in the United States* and another published book chapter that I authored.

Week 7: Read analyses of the rise of neo-liberalism in the 1980s-1990s. Readings: Kreiger, op. cit., David Harvey, A Brief History of Neo-Liberalism, Robert Putnam, Bowling Alone, and Peter Evans' work on globalization.

Week 8-9: Write an analysis of the rise of neo-liberalism and its impact on the social, political and

economic assumptions of the civil rights movement's conception of social justice. Embed a primary source on neo-liberal concept of social justice (TBD), a section of *Bowling Alone*, a couple of graphs on growing inequality and the stagnation of the American Dream.

Week 10: Research the rise of intersectionality in the 1980s and 1990s. Readings on and by the Third World Women's Alliance, the Coombahee River Collective, environmental justice (the work of Robert Bullard, e.g.), analyses by Deborah King of Black feminism, Patricia Hill Collins on the "matrix of domination" and resistance to it.

Week 11: Write on the changing conception of social justice emerging from the concept of intersectionality, i.e. the inextricable connections between class, race, gender, sexuality, nationality, religion, and the growing environmental consciousness that connects to it.

Week 12: Read primary sources (including blogs) and secondary analyses (still mostly journalistic) on the new social movements of the 21st Century: Occupy Wall Street, Black Lives Matter, and Standing Rock.

Week 13-14: Write on the new social movements of the 21st Century, both to appreciate the new perspectives (e.g. intersectionality, environmentalism, building community) and to look at the challenges they face, (mainly, how to relate to the state). Links to important documents of these three movements will be included.

Week 15: Write on the challenges facing the new movements of the 21st Century (continued). Capitalism or socialism? Re-thinking social democracy. Globalization and social justice. The role of the state. The possibilities for civil society.

Week 16: Edit and re-write the text for clarity and simplicity. Finalize curated links.

Week 17: Format the document; prepare Sabbatical Leave Report; prepare Flex workshop for January 2018.



DIABLO VALLEY COLLEGE

Letter of Support for Andrew Barlow's
Sabbatical Leave Project-Fall 2017

January 22, 2017

To Whom It May Concern:

I am writing this letter of support for Andrew Barlow's fall 2017 Social Justice in the United States: 1955-2017, sabbatical leave project. During the past two years at Diablo Valley College, I have been working with several key faculty and staff members designing and developing a Social Justice Program. Implementing a Social Justice major was a college priority for innovation in Spring 2015 to improve DVC's capacity for equitable and inclusive excellence. Andy's sabbatical project will provide a unique resource for professional development and will expand curricula innovation on social justice for the new Social Justice major.

For instructors, such as myself, Andy's research will be a valuable resource that will help present an in-depth analysis of and a keen understanding to the practice and scope of social justice in the America. As a full-time music instructor at DVC, having current research and information on the role of music and the arts in social justice programs and issues throughout our country will be significant to my educational work and progress in the social justice discipline.

Professor Barlow's, "Collaborations for Social Justice: Professionals, publics, and policy change," was a guiding and supporting text, in writing my dissertation on Service Learning. Andy's knowledge and experience with community organizing and empowerment offers an exciting vision on issues of importance to us all. I look forward to reading and using Professor Barlow's new research on social justice and implementing this exciting program at our college.

A handwritten signature in black ink, appearing to read 'Terence Elliott'.

Terence Elliott, Ed.D.
Professor of Music
Diablo Valley College
telliott@dvc.edu
925-685-1551

January 26, 2017

Dear Sabbatical Committee,

I am most pleased to write this letter of recommendation for my colleague, Andrew Barlow. For the past year or so, he and I have served together on a steering committee to design and implement a new Social Justice degree at Diablo Valley College. In that capacity, I have seen first-hand, Andy's formidable expertise in the subject, as well as his commitment to, and experience with, the same. Andy was instrumental, along with Laurie Lema, in initiating the dialogue broaching the prospect of developing a social justice degree at the college, and has since been instrumental in making that goal a reality. He has been a pivotal member of the steering committee, helping to craft both the degree and its various pathways and areas of emphasis, as well as helping a subcommittee to hone the course proposal for a new introductory course for the major which the steering committee has been developing.

Andy's proposed sabbatical project: a document on concepts and practices of social justice in the US from 1955-2017, would extend his work on the social justice steering committee, and provide a text that could serve as a guide to any professors who would wish to include the aspect of social justice in their own courses and disciplines. From my experience on the SJ steering committee, I know that the subject is vast and contains many sub-areas: ethnic studies, gender issues, history, cultural production, etc. While this makes the inclusion of social justice appropriate in many other areas of studies, it can also present a daunting task to an instructor in terms of how precisely to do so. Professor Barlow's proposed document would provide a basic framework, upon which instructors could build their own particular curriculum, while maintaining coherence with other such SJ curriculum offered at DVC, which could be similarly guided by the same document. While it would not be prescriptive, it would provide a fundamental overview of the subject of social justice and how it might integrate with other subjects.

As a Professor Visual Art, Andy's document would give me a solid foundation on which to introduce Social Justice in relation to the making and history of art, which in the West (as elsewhere) has been deeply influenced by political, economic, and cultural events. Often, this has taken the form of resistance and protest against social forces seen as deleterious or unjust. This is a central aspect of modern art history, but framing it in terms of a larger theoretical context of Social Justice as a broader social phenomenon, would expand students' understanding of the art of social protest, as only one face of a much larger set of aligned methods for resisting injustice and oppression. Professor Barlow's text would provide just that larger theoretical context.

I therefore enthusiastically endorse Andrew Barlow's sabbatical project, and look forward to being only one Professor among many, in a diverse range of disciplines, to be able to make use of his proposed text, in order to implement more fully, the subject of Social Justice in a way that resonates with how other Professors are addressing the subject from differing perspectives.



Most Sincerely,

Rick Godinez
Professor of Visual Art
San Ramon Campus, DVC

27 January, 2017

Re: Letter of Support for Dr. Andy Barlow's Sabbatical Proposal

To the Sabbatical Leave Committee:

This letter is in support of Dr. Andy Barlow's sabbatical proposal, a sociological monograph on changing understandings of and strategies for social justice in the US since 1955. Dr. Barlow aims not only to write a history of social justice movements since the *Brown v. Board* decision in 1954, but also provide analysis of their impacts on contemporary civic culture. The relevance of this proposal to the recent Social Justice program development at DVC could not be more significant or timely. The work proposed within this sabbatical proposal lends directly to the emerging Social Justice transfer degree, and its myriad manifestations on the DVC campus related to issues of equity and inclusion. This project will guide and inform the launching of the Social Justice program at DVC and go a long way to supporting the coming introductory course in Social Justice.

DVC is fortunate to have someone of Dr. Barlow's caliber taking on such an endeavor, as his history of research, publication, and activism uniquely places him for the task at hand outlined in the proposal. Not only will the completed work be a personal and professional accomplishment, but it will contribute significantly to the Social Justice program, as well as the History area, for history is the cornerstone of understanding where we come from, who we are as a society, and how we mindfully continue from the present into the future. That the completed material will be available on a new Social Justice program website further illustrates the breadth and utility of such a project, one with lasting impact on future students.

Dr. Barlow's institutional commitments and contributions are longstanding at DVC, and his proposal is just the kind of anchor that this new and important program will need. The added bonus here is that such a narrative history with expert sociological analysis is not only a boon for prospective majors, or those in related fields of social justice education (including my area of expertise in critical media literacy), but for the college itself as its mission is further honed and guided in the direction of equality and inclusiveness. On a final note, I personally have high hopes that this project is approved as I look forward to the many fruits of Andy's diligent labor.

Sincerely,

Mickey Huff, professor of social science and history; co-chair history
President, Media Freedom Foundation; Director, Project Censored



1/22/2017

To the Sabbatical Review Committee

I am honored to write this letter of support for my colleague and mentor, Dr. Andrew Barlow. He inspires me and the other members of the Sociology Program, as well as the college community, to support our students in the most effective manner. Andy has been a long-time civil rights activist and is particularly interested in community organizing efforts to achieve social justice. Andy's passion reaffirms my faith that educators can and should employ social justice-oriented pedagogy to ameliorate the inequities in society.

With the support of a strong team of DVC members, I am the proud initiator of the Social Justice Major at DVC. The Social Justice Major seeks to improve the retention and graduation rates for non-traditional and marginalized students who earn college credit by transforming their community. Our Social Justice Major will be designed to promote respect and understanding among races, support student success, and teach critical thinking skills. Given the college's strategic goals, there is a need to launch the major as soon as possible. Consequently, I was very excited to learn that Andy is applying for a sabbatical to write a monograph on the understandings of and practices of social justice in the U.S. from 1955-2017. This document will include links to primary sources as well as discussion questions providing an invaluable resource for the many faculty teaching and students taking courses with social justice topics, including the Social Justice major, Sociology and many others. Andy's work will encourage greater analysis on the big social questions of this century, including the issues of economic exploitation, social oppression, and the looming environmental crises. The monograph will provide relevant examples for sociology courses on social problems (SOCIO 121), critical thinking (SOCIO 122), race and ethnicity (SOCIO 135) and urban sociology (SOCIO 131). It will be vital to have this theoretically stimulating and practically useful resource to enhance our sociology program. I wholeheartedly support this proposal, since it will provide the much-needed impetus and structure for the Social Justice Major and the Sociology Program.

Moreover, at the institutional level, my hope is that this document will have a significant impact on creating a college climate for inclusive excellence. DVC has embraced the belief that equity and excellence are mutually important values. Inclusive Excellence shifts the responsibility for diversity and inclusiveness to everyone on campus, as opposed to one individual or department shouldering that responsibility alone. The Social Justice Monograph will provide concrete examples of how we can all be change agents. By supporting Andy in this transformative project DVC can demonstrate our commitment to creating an environment where all people are safe (physically and psychologically), can meet their needs, and can fulfill their potential.

Sincerely,

Sanghamitra Niyogi

Assistant Professor of Sociology

January 17, 2017

To Whom It May Concern:

I would like to recommend Dr. Andy Barlow's Sabbatical Proposal for acceptance for the Fall 2017 academic semester.

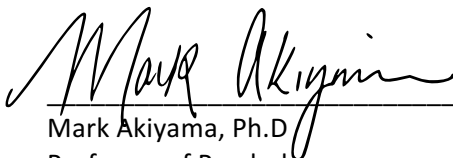
Dr. Barlow has been a central figure in the planning and execution of various college wide plans and innovations at DVC. These include the development of DVC's Strategic Plan, The Student Equity Plan, The State of the College Report, The Education Master Plan Closeout Report, and our campus-wide Innovation Process. He is also has been a major contributor as a member of RPEC and the development of our new Social Justice Major. Dr. Barlow's vision is to see DVC as an equitable and welcoming place for all students has been the centrality in his work at DVC for 29 years.

Dr. Barlow's sabbatical proposal focuses on the development of a monograph/pedagogical tool that reviews the History of Social Justice Movements in the United States. The document will cover various social justice movements and the social contexts to which they developed- from the 1950's to today (e.g., Stone Wall; Black Panthers; Black Lives Matter; Occupy Wall Street; Standing Rock). By providing an analysis of social justice work in the United States, the proposed monograph will also provide students and faculty with a unifying foundation/frame for the new Social Justice Major as well as the Sociology Major. Furthermore, Dr. Barlow's monograph will assist students in their development of a social justice "identity" that includes a new "mindset" of resilience, resistance, and academic success.

With the DVC Sociology area now having 5 full-time faculty, the area now finds itself with the critical mass of expertise and people to make a significant impact on increasing student persistence and equity at DVC. Dr. Barlow's monograph will help expedite this process by providing students and faculty with an understanding of how the Social Justice frame can assist in our understanding and appreciation of "others" and a tool to create inclusive social change.

I hope you will seriously consider and accept Dr. Barlow's Fall 2017 Sabbatical Proposal. If you have any further questions, please feel free to contact me at your convenience.

Sincerely,



Mark Akiyama, Ph.D

Professor of Psychology

Chair: Student Equity Committee

Faculty Rep: Research, Planning & Evaluation Committee

Office: FO 258

Phone: 925-969-2503