

Educational Studies 312: Education for Justice
Trinity College
Spring 2020

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McCook 312

Course Schedule: Tuesdays and Thursdays, 10:50 AM-12:05 PM, LSC 133

Office Hours: Tuesdays, 2:30-3:30 PM in McCook 312
Wednesdays, 11 AM-12 PM in the Cave
Or by appointment (email me and suggest a few times you are available)

Course Description

Schools are often spaces of exclusion and marginalization, built and maintained to serve the needs and desires of the privileged. But education also holds the possibility of being liberatory and transformative. This course will centrally explore the questions: What does it mean to educate for justice? How can education and/or schooling play a role in creating and working towards freedom, resistance, healing, respect, and sovereignty? We will examine theoretical approaches to critical and liberatory education, as well as how these theories take hold in practice, both in formal and informal schooling settings. Areas of study include multicultural education, culturally relevant pedagogy, critical pedagogy, social justice education, anti-racist teaching, and abolitionist teaching. For this course, you should expect to spend an average of 9 hours per week studying and completing assignments outside of class.

Throughout the course, we will operate from the fundamental belief that marginalized students and communities are holders and creators of knowledge. We will focus not on the damage done to our communities, but on our strength, power, and desires as we envision educational justice (Tuck, 2009).

This semester, the course includes a Community Learning component. As a class, we will work with social justice educators from the Hartford area. We will engage them in two sessions: 1) a focus group about how they engage with social justice as educators, and the challenges they face, and 2) a book club discussion about Bettina Love's book, *We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. You will participate in creating the questions for both events, and may help to facilitate the sessions.

Over the course of the semester, you will be able to:

- Consider the relationship between education and oppression, especially how education can be used to challenge oppression
- Explore definitions of educational justice
- Analyze various dimensions of educational justice
- Examine questions about educational quality and access, language and culture, community and family engagement, and other topics pertinent to educating for justice
- Envision and create a project to further educational justice

Course Readings

As a class, we will read two books this semester. They are available for purchase at the bookstore or online, as well as available through the library:

Love, Bettina L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

Freire, Paulo. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum International

Additionally, students will read and present on one of the following books in groups. Preferences and book assignments will be determined in the first week of class:

Ladson-Billings, Gloria. (2009). *The dreamkeepers: Successful teachers of African American children*. John Wiley & Sons.

Schultz, Brian D. (2018). *Spectacular things happen along the way: Lessons from an urban classroom*. Teachers College Press.

Stovall, David O. (2016). *Born out of struggle: Critical race theory, school creation, and the politics of interruption*. SUNY Press.

Dyrness, Andrea. (2011). *Mothers United: An immigrant struggle for socially just education*. U of Minnesota Press.

Picower, Bree. (2012). *Practice what you teach: Social justice education in the classroom and the streets*. Routledge.

All other course readings will be available on Moodle or online. Read and reflect on all the assigned readings before class on the date they are listed on the syllabus. Come to class prepared to engage with the class in discussing the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. I encourage you to interpret the readings through your personal experiences and to attempt to understand them through the eyes of people unlike you. You should analyze the readings in relation to your experiences, other readings from class, and other scholarly literature you have read.

Course Evaluation

You will be evaluated on the items listed below. More detailed information about assignments will be distributed in class. Unless told otherwise, submit assignments via Moodle.

Class Participation

= 20 points

Because this is a discussion-based seminar, your attendance and participation are essential, both for your learning and that of your classmates. Class begins on time and you are required to attend all classes from start to finish. More than two absences and/or more than two late arrivals or early departures will affect your grade, except for religious observances or medical and family emergencies. Except in extenuating circumstances, absences will not be excused. Rather, you will be given the opportunity to make up absences due to religious, medical, or family reasons. I reserve the right to request documentation for these reasons. I encourage you to reserve your allowed absences for cases of illness or emergency.

Your class participation will be evaluated based on your participation and contributions to learning in class. Please note that outstanding participation involves not only making thoughtful contributions in class (whether in large or small group discussions), but also leaving space for your classmates to share their opinions and perspectives and being a reflective listener.

Critical Reading Responses 2x10 = 20 points

Twice during the semester, you will individually submit a response to the day's reading (~3 pages each). Critical reading response assignments will be determined after the first class meeting, when students will be able to express preferences for their reading response dates. Critical reading responses are **due at 8:00 AM the day of class**.

Book Presentation = 10 points

In groups of ~4 students, you will read one of the book options, present it to the class (~15 mins), field questions from your classmates, and prepare discussion questions for the class. Groups will present on various dates throughout the semester (see course schedule).

Book Presentation Collaboration Evaluation = 1 point

You will complete an evaluation of how your group collaborated together, which may affect whether you all receive the same grade. Due at 11:59 PM on the day of your presentation.

Ethics Training = 2 points

You must complete a Trinity IRB approved Ethics Training. See this link for more information and details on completing a training <http://commons.trincoll.edu/irb/ethics-training/>. Complete Option A. Upload evidence of your completion to Moodle by **Sunday 1/26 at 11:59 PM**.

Social Justice Teacher Focus Group Questions Brainstorm = 2 points

You will submit at least 2 potential questions to be asked of teachers during the focus group(s). **Due Friday, 3/13 at 11:59 PM**.

Social Justice Teacher Book Club Questions Brainstorm = 2 points

You will submit at least 2 potential questions to be discussed of teachers during the book club discussion of Bettina Love's book, *We Want To Do More Than Survive*. **Due Sunday 4/5 at 11:59 PM**.

Social Justice Teacher Focus Group Analytic Memo = 10 points

Based on the focus group(s) we conduct, you will analyze the transcript(s) and write a memo (~3 pages) outlining at least one emerging theme you see in the data. You should connect your analysis to at least one academic text (can be a course reading, but does not need to be) in your memo. **Due Sunday, 4/12 at 11:59 PM**.

Envisioning Educational Justice Paper = 15 points

Drawing on course readings, you will write a ~5 page paper that articulates your vision of educational justice. **Due Sunday 4/19 at 11:59 PM**.

Final Project Brainstorm = 3 points

You will submit at least 2 ideas for your final project. **Due Wednesday 3/4 at 11:59 PM**.

Final Project Prospectus = 5 points

You will submit a prospectus detailing your plan for completing and evaluating your final project.
Due Sunday 3/29 at 11:59 PM.

Final Project Presentation = 5 points

In the last week of class, you will present a 5 minute presentation providing an overview of your final project.

Final Project = 20 points

For your final project, you have a variety of options, and you are encouraged to be creative! While you may complete a traditional research paper, you may complete any range of projects, such as a podcast, performance, curriculum design, artwork, poetry, children's book, etc. No matter what option you select, your final project must demonstrate your intellectual process and thinking about issues related to educational justice in ways that extend beyond our course readings and discussions.

Due Wednesday 5/6 at 11:59 PM.

Grading Scale

The grading scale is as follows:

90 to 100% = A (outstanding work)

80 to 89% = B (good work)

70 to 79 % = C (adequate work)

Below 70% = D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Academic Policies

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please provide notification electronically using SARC Online during the first two weeks of the semester or a minimum of 10 days prior to utilizing your accommodations. Following notification, students are required to meet with faculty to further discuss implementation of accommodations. If you do not have approved accommodations, but have a disability requiring accommodations, or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources at Lori.Clapis@trincoll.edu, 860-297-4025 or refer to the Student Accessibility Resources (SARC) website: <https://www.trincoll.edu/StudentLife/StudentAccessibilityResources/students>.

Intellectual Honesty and Plagiarism

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences. If you are unsure about how to use another scholar's work to support your own ideas without plagiarizing, please ask me.

Academic Citations

It is always important in academic writing to give credit to other people's ideas. You are required to appropriately cite works in all assignments for this course, whether you quote them directly or draw on their ideas. You may use any citation style, as long as you use it consistently.

Use of Electronics

Smartphone use is prohibited in class. **Laptop use is permitted only to view course readings.**

Unless you require accommodations or have otherwise received permission from me, other use of electronics is not permitted during class time, as they can be a distraction to you and/or your classmates. Unauthorized use of electronics will result in one warning, and then will severely impact your participation grade.

Late Assignments

Late assignments will be penalized with a 10% deduction for every 24-hour period beyond the deadline, with exceptions granted only for documented medical and family emergencies. Other extenuating circumstances should be discussed with the instructor and will be handled on an individual basis.

Re-Writes and Extra Credit

If the instructor warrants that a re-write of an assignment is appropriate, you will meet with the instructor to self-assess errors and review grading comments. The paper will be resubmitted on an agreed timeline for up to 90% of the assignment point value.

Extra credit assignments may be offered at the instructor's discretion. An example of an extra credit assignment might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see the instructor if you are interested in an extra credit assignment to receive approval.

Course Schedule

Note: Schedule is subject to change. Prof. Wong will inform you of any changes.

Unit 1: Foundations of Educational Justice

How do we begin to think about educational justice? What assumptions and beliefs do we need to interrogate, challenge, and/or hold to?

Tue 1/21 Course Introduction

Thu 1/23 Framing the Issues, Part 1

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, 35(7), 3-12.

Ethics Training due Sunday 1/26 at 11:59 PM

Tue 1/28 Framing the Issues, Part 2

Bell, L. A. (2007). Theoretical foundations for social justice education. In *Teaching for diversity and social justice* (pp. 25-38). Routledge.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1).

Thu 1/30 Framing the Issues, Part 3

Annamma, S. A., Boelé, A. L., Moore, B. A., & Klingner, J. (2013). Challenging the ideology of normal in schools. *International Journal of Inclusive Education*, 17(12), 1278-1294.

Solorzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. *Urban education*, 36(3), 308-342.

Optional: Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

Unit 2: Approaches to Justice in Education

How have different scholars and educators envisioned educational justice? What similarities and differences do we see across them? What do we think are essential elements of justice in education?

Tue 2/4 Abolitionist Teaching, Part 1

Bettina Love, *We Want to Do More Than Survive*, Chapters 1-4

Thur 2/6 Abolitionist Teaching, Part 2

Bettina Love, *We Want to Do More Than Survive*, Chapters 5-7

Tue 2/11 Critical Pedagogy, Part 1

Paulo Freire, *Pedagogy of the Oppressed*, Chapters 1-2

Thur 2/13 Critical Pedagogy, Part 2

Paulo Freire, *Pedagogy of the Oppressed*, Chapters 3-4

Tue 2/18 Multicultural and Anti-Racist Education

Banks, J. A. (2011). Multicultural education: Dimensions and paradigms. In *The Routledge international companion to multicultural education* (pp. 9-32). Routledge.

Miner, B. (2014). Taking multicultural, anti-racist education seriously: An interview with Enid Lee. In *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice* (pp. 9-15). Rethinking Schools.

Pollack, M. (Ed.) (2008). *Everyday Anti-Racism: Getting Real About Race in School*. Introduction. New York: The New Press.

Thur 2/20 NO CLASS – TRINITY DAYS

Tue 2/25 Ethnic Studies

Sleeter, C., Acuff, J., Bentley, C., Foster, S., Morrison, P., & Stenhouse, V. (2019). "Multicultural education or ethnic studies?" *Rethinking Ethnic Studies*. 12-16.

Sleeter, Christine. (2011). *The academic and social value of ethnic studies: A research review*. Washington, DC: National Education Association.

Tintiango-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2015). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. *The Urban Review*, 47(1), 104-125.

Thur 2/27 Multilingual Education

Nieto, Sonia & Bode, Patty. (2012). *Affirming diversity: The sociopolitical context of multicultural education*. Excerpt from Ch. 6: Linguistic Diversity in U.S. Classrooms (pp. 221-239).

Alanís, I., & Rodriguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.

Tue 3/3 Social Justice Education

Cammarota, J. (2011). From hopelessness to hope: Social justice pedagogy in urban education and youth development. *Urban Education*, 46(4), 828-844.

Ginwright, S., & James, T. (2002). From assets to agents of change: Social justice, organizing, and youth development. *New directions for youth development*, 2002(96), 27-46.

Final Project Brainstorm due Wednesday 3/4 at 11:59 PM**Thur 3/5 Focus Groups and Final Project First Steps**

Grudens-Schuck, N., Allen, B. L. & Larson, K. (2004). Focus group fundamentals. Iowa State University Extension.

Tue 3/10 Culturally Relevant Pedagogy

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review*, 84(1), 74-84.

Book Presentation: Gloria Ladson-Billings, The Dreamkeepers**Thur 3/12 Culturally Sustaining Pedagogy**

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100.

McCarty, T., & Lee, T. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101-124.

Optional: Lee, S. J. & Walsh, D. (2017). Socially just, culturally sustaining pedagogy for diverse immigrant youth: Possibilities, challenges, and directions. In *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 191-206).

Book Presentation: Brian Schultz, Spectacular Things Happen Along the Way

Social Justice Teacher Focus Group Questions Brainstorm due Friday, 3/13 at 11:59 PM

Tue 3/17 & Thur 3/19 NO CLASS – SPRING BREAK

Tue 3/24 Hip Hop Pedagogy

Pick one:

Stovall, D. (2006). We can relate: Hip-hop culture, critical pedagogy, and the secondary classroom. *Urban Education*, 41(6), 585-602.

OR

Emdin, C. (2010). Affiliation and alienation: Hip-hop, rap, and urban science education. *Journal of Curriculum Studies*, 42(1), 1-25.

All read: Akom, A. A. (2009). Critical hip hop pedagogy as a form of liberatory praxis. *Equity & Excellence in Education*, 42(1), 52-66.

Tentative: Hold Weds 3/25 and Thurs 3/26 (4:30-6 PM) for social justice educator focus group

Thur 3/26 Queering Education

Loutzenheiser, L. W. (2010). Can we learn queerly? Normativity and social justice pedagogies. In *Social justice pedagogy across the curriculum* (pp. 137-159). Routledge.

Blackburn, M. V., & Smith, J. M. (2010). Moving beyond the inclusion of LGBT-themed literature in English language arts classrooms: Interrogating heteronormativity and exploring intersectionality. *Journal of Adolescent & Adult Literacy*, 53(8), 625.

Final Project Prospectus due Sunday 3/29 at 11:59 PM

Tue 3/31 From Theory to Practice, Part 1

Duncan-Andrade, J.M.R. & Morell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. Chapter 3: Critical Pedagogy in an Urban High School English Classroom (pp. 49-67).

Michie, G. (2005). *See you when we get there: Teaching for change in urban schools*.

Pick one: Chapter 2: Liz Kirby (pp. 15-49) OR Chapter 6: Nancy Serrano (pp. 153-182).

Book Presentation: David Stovall, Born Out of Struggle

Thur 4/2 From Theory to Practice, Part 2

Ventura, J. (2017). " We Created that Space with Everybody:" Constructing a Community-Based Space of Belonging and Familia in a Latina/o Youth Group. *Association of Mexican American Educators Journal*, 11(1), 23-37.

Irizarry, J. G., & Raible, J. (2011). Beginning with El Barrio: Learning from exemplary teachers of Latino students. *Journal of Latinos and Education*, 10(3), 186-203.

Guest speaker (via Skype): Dr. Julissa Ventura

Social Justice Teacher Book Club Questions Brainstorm due Sunday 4/5 at 11:59 PM

Unit 3: Fighting for Justice

How do students, families, teachers, and communities fight for justice? What are they fighting for? What can we learn from their successes and struggles?

Tue 4/7 Student Activism

Nygreen, K., Ah Kwon, S., & Sánchez, P. (2006). Urban youth building community: Social change and participatory research in schools, homes, and community-based organizations. *Journal of Community Practice*, 14(1-2), 107-123.

Rojas, C. & Wornum, G. (2018). Speaking up and walking out: Boston students fight for educational justice. In *Lift us up, don't push us out! Voices from the front lines of the educational justice movement*. (pp. 20-28).

Thur 4/9 Parent Activism

Fuentes, E. (2013). Political Mothering: Latina and African American Mothers in the Struggle for Educational Justice. *Anthropology & Education Quarterly*, 44(3), 304-319.

Cardenas, A. & Shadduck-Hernandez, J. (2018). Janitors are parents too! Promoting parent advocacy in the labor movement. In *Lift us up, don't push us out! Voices from the front lines of the educational justice movement*. (pp. 138-146).

Book Presentation: Andrea Dyrness, Mothers United

Social Justice Teacher Focus Group Analytic Memo due Sunday, 4/12 at 11:59 PM

Tue 4/14 Teacher Activism

Valdez, C., Curammeng, E., Pour-Khorshid, F., Kohli, R., Nikundiwe, T., Picower, B., ... & Stovall, D. (2018, July). We Are Victorious: Educator Activism as a Shared Struggle for Human Being. In *The Educational Forum* (Vol. 82, No. 3, pp. 244-258). Routledge.

Navarro, Oscar. (2018). We can't do this alone: Validating and inspiring social justice teaching through a community of transformative praxis. *Curriculum Inquiry*, 48:3

Optional: Picower, B. (2012). Teacher Activism: Enacting a Vision for Social Justice. *Equity & Excellence in Education*, 45(4), 561-574.

Book Presentation: Bree Picower, Practice What You Teach

Unit 4: Continued Challenges

Why is it so hard to fight for educational justice? What can we do about it?

Thur 4/16 The Centrality of Whiteness

Leonardo, Z., & Porter, R. K. (2010). Pedagogy of fear: Toward a Fanonian theory of 'safety' in race dialogue. *Race Ethnicity and Education*, 13(2), 139-157.

Wong, J. S. (2019). "It's not that easy!" Foundations of niceness in enacting multicultural and social justice education. In *The price of nice: How good intentions maintain educational inequity* (pp. 18-36).

Envisioning Educational Justice Paper due Sunday 4/19 at 11:59 PM

Tue 4/21 Resistance to Justice

DiAngelo, R. J. (2010). Why can't we all just be individuals?: Countering the discourse of individualism in anti-racist education. *InterActions: UCLA Journal of Education and Information Studies*, 6(1).

Loutzenheiser, L. W. (2001). "If I teach about these issues they will burn down my house": The possibilities and tensions of queered, antiracist pedagogy. *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education*, 195-214.

Tentative: Hold Weds 4/22 and Thurs 4/23 (4:30-6 PM) for social justice educator book club

Thur 4/23 Final Presentations

Tue 4/28 Final Presentations

Final Project due Wednesday 5/6 at 11:59 PM