

EDU210 Social Justice Issues in Education

3rd and 4th quarters, Sophomore

Instructor	Kelly King, Ph.D.
Style of Class	Seminar
Active Learning	Active Learning Course
Number of Credits	2
Day and Period	Tuesday, period 5

Course Description

This course will focus on the study of social justice education and social justice issues that influence and impact education globally. They include gender, race, social class, religion, sexuality, ability, aptitude, first and second languages. The choice of the term social justice is meant to illuminate current injustices within the context of educational and other social institutions.

The course will introduce students to the language/terminology necessary to discuss social justice issues from a critical standpoint. At the same time, students will be introduced to studies from the fields of sociology, anthropology, and education that highlight inequalities in academic outcomes and access to particular educational curricula or institutions in different parts of the world: Students will, thus, be encouraged to synthesize the studies and identify the mechanisms by which certain groups of students are included or excluded from educational programs, as well as the ways in which students, teachers and parents knowingly or otherwise, work to maintain, support or change institutional practices.

Additionally, first-hand accounts and narratives may be included. Students are encouraged to identify areas of injustices within educational and other social settings and consider what actions toward social justice in local & global contexts are possible.

Course Objectives

- Develop a working knowledge of key concepts in the field of social justice education.
- Develop an understanding of how issues of gender, social class, religion, sexuality, race, religion and language affect an individual or group's access (or lack of access) to education.
- Consider what social justice means in the field of education, both in Japan and elsewhere in the world, and how it may be achieved.
- Reflect critically on the readings and their own educational and social experiences.

English Requirement:

To be enrolled in this course, international students (non-GCS students) are expected to have one of the following (or higher) scores: TOEFL ITP (500), TOEFL iBT (61), IELTS (6), TOEIC (600), CEFR (B1), or Step EIKEN (pre-1).

Class Materials

Required Textbook:

Sensoy, O. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education*(2nd ed). New York, NY: Teachers College Press.

*Other readings to be provided by instructor

**Please note that although the text has been decided, other readings listed on the schedule may be deleted and/or other readings may be added

***In addition to course readings, movies, documentaries & short videos will be used in class

Evaluation Method:

Bi-weekly Journal/ Writing	30%
Active Participation in Class Discussions & Presentation on a Social Justice Issues Topic	30%
Take-Home Exam or Mini-Project	40%

Course Scheduler

Week 1: Introduction and Orientation: What is social justice education?

In class writing assignment: Consider your own experiences in early education. How did you learn to read? What positive/negative experiences did you have in school? Did you fear or enjoy school? Was schooling very different or similar to your home life?... Watch "When I was eight"

Homework for Week 2:

Read Jean Anyon's 1981 "Social class and school knowledge" &

Write--Answer questions in **writing** before the next class

Week 2: Discuss Anyon's article. What is critical thinking and critical theory?

Homework for Week 3:

Read Mary Crow Dog & Richard Erdoes "Civilize them with a stick"

Read "School Culture and American Indian Educational Outcomes" by D. Martinez or "Racialized Poverty and the Promise of schooling: The search for equitable educational outcomes for aboriginal people in Saskatchewan, Canada" by M. Cottrell & P. Orłowski

Write--**Journal 1 due**

Week 3: Discuss the readings & share your writing

Homework for Week 4:

Read "Indigenous Women facing educational disadvantages: The case of Ainu women in Japan" by T. Takayanagi & T. Shimomura

Read "Aboriginal Education as Internal Colonialism: The Schooling of an Indigenous Minority in Australia" by A.R. Welch

Week 4: Discuss educational contexts for indigenous peoples in Japanese & Australian/show short video clips

Homework for Week 5:

Read Chapter 2 *Critical Thinking and Critical Theory* of Sensoy & DiAngelo pp. 23 - 34

Week 5: Discuss Sensoy & DiAngelo Chapter 2; go over terminology

Homework for Week 6:

Read Chapter 3 *Culture & Socialization* of Sensoy & DiAngelo pp. 35 - 49

Read "Gender and social class differences in Japanese mothers' beliefs about children's education and socialization" by Y. Yamamoto

Week 6(11/14): Discuss Sensoy & DiAngelo chapter 3 & Yamamoto

How does socialization affect schooling? How does schooling affect socialization?

Reading for Week 7:

Read Chapter 4 *Prejudice & Discrimination* of Sensoy & DiAngelo pp. 50 - 59

Read "The True Story of Pocahontas: Historical Myths Versus Sad Reality" by V. Schilling

Watch Disney's "Pocahontas"

Week 7: Watch "Rabbit-Proof Fence" (2002) Phillip Noyce (dir.) or

Homework for Week 8:

Read Chapter 5 *Oppression & Power* of Sensoy & DiAngelo pp. 60 - 79

Write --Journal 3 due

Week 8 (11/28): Discuss Sensoy & DiAngelo chapter 5, Share your journals, Discuss last week's movies and your critiques

Homework for Week 9:

Read Chapter 6 *Understanding Privilege Through Ableism* of Sensoy & DiAngelo pp. 80 - 101

Read "Children with disabilities in the Japanese school system: A path toward social integration?" by A-L Mithout

Write--Journal 4 due

Week 9(12/5): Share your journals; Discuss Sensoy & DiAngelo chapter 6 & Mithout

Homework for Week 10:

Read Chapter 7 *Understanding the Invisibility of Oppression Through Sexism* of Sensoy & DiAngelo pp. 102 -118

Read "Breaking the web of abuse and silence: Voices of battered women in Japan" by M. Yoshiyama

Week 10(12/12): Discuss Sensoy & DiAngelo chapter 7

Homework for Week 11:

Read Chapter 8 *Understanding the Structural Nature of Oppression Through Racism* of Sensoy & DiAngelo pp. 119 - 140

Read "The unexamined whiteness of teaching: How White teachers maintain and enact dominant racial ideologies" by B. Picower

Write--Journal 5 due

Week 11(12/19): Discuss Sensoy & DiAngelo chapter 8

Homework for Week 12:

Read Chapter 9 *Understanding the Global Organization of Racism Through White Supremacy* of Sensoy & DiAngelo pp. 141 - 153

Week 12(12/26): Discuss Sensoy & DiAngelo chapter 9

Homework for Week 13:

Prepare for In-class Presentations

Write--Journal 6 due (for students presenting on 1/16)

Week 13: Student Presentations

Homework for Week 14:

Prepare for In-class Presentations

Write--Journal 6 due (for students presenting on 1/9)

Week 14: Student Presentations

Homework for Week 15 :

Read Chapter 10 *Understanding Intersectionality Through Classism* of Sensoy & DiAngelo pp. 154 - 184

Read "Globalizing critical studies of 'official' knowledge: Lessons from Japanese history textbook controversy over 'comfort women'" by K. Takayama

Week 15: Discuss Sensoy & DiAngelo chapter 10 & Takayama

Week 16: FINAL Take-home EXAM/Final Project Due

Preparation and Follow-up

- Preparation: Read the relevant portions of the reference materials (about one hour)
- Follow-up: Review the content of the lecture and note any points you are not sure of (about one hour)