

EDU210 Social Justice Issues in Education

3rd and 4th quarters, Sophomore

Instructor Kelly King, Ph.D.

Style of Class Seminar

Number of Credits 2

Day and Period Tuesday, period 5

Course Description

This course will focus on the study of social justice issues that influence and impact education globally; specifically, gender, race, social class, religion, sexuality, ability, and language. The choice of the term social justice is meant to illuminate current injustices within the context of educational institutions. Students will read a number of theoretical and research articles that highlight inequalities in academic outcomes and access to particular educational curricula or institutions in different parts of the world. Students will be expected to familiarize themselves with important terms and concepts relating to the studies they read. Furthermore, they will be expected to discuss, analyze and synthesize the readings, and to 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. Students are encouraged to identify areas of injustices within educational settings (both locally and globally) and consider what actions toward social justice are possible. This is a reading-intensive course, and it is essential that students come to class having read the assignments and prepared to discuss the course readings.

Course Objectives

- Develop a working knowledge of key concepts in the field of sociology of education and social justice issues;
- 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 experiences;

Prerequisites

None; Students should be prepared to read intensively.

Class Materials

A reading packet will be created by the instructor and will be made available for purchase at the beginning of the semester.

As some volumes are out of print, the following and other reference materials will be introduced in class as necessary.

Grading

Quizzes	25%
Exams	30%
Presentations	20%
Written Work/Reports & Weekly Journals	25%

Course Scheduler

Week:	Focus
Week 1	Definitions and some Theoretical Foundations—Paulo Freire

	<i>Pedagogy of the Oppressed</i> ; bell hooks <i>Teaching to Transgress</i>
Week 2	Definitions. What is social justice? What do the terms equality and equity mean? What would education for social justice look like? R.W. Connell, <u>Schools and Social Justice</u> (1993)/ G. M. Walton <i>The Myth of Intelligence</i> in Allen & Reich (Eds.) <u>Education Justice & Democracy</u> (2013). Journal 1 due
Week 3	Topic: POVERTY SOCIAL CLASS & EDUCATION: articles from the U.S. & UK; reading by A. Lareau, <u>Unequal childhoods</u> ; Quiz 1; Journal 2 due
Week 4	Topic: POVERTY SOCIAL CLASS & EDUCATION: studies from India, China & Haiti; <u>E. L. Brown</u> , P.C. Gorski & G. <u>Lazaridis</u> (Eds) <u>Poverty, Class, and Schooling: Global Perspectives on Economic Justice and Educational Equity</u> (2014).; Journal 3 due
Week 5	Topic: IMMIGRATION, LANGUAGE & EDUCATION studies from the U.S. Allen & Reich (eds.) <u>Education Justice & Democracy</u> (2013) ; G. Valdés <i>The World outside and inside Schools: Language and Immigrant Children</i> Educational Researcher, 1998. Quiz 2
Week 6	Topic: IMMIGRATION, LANGUAGE & EDUCATION studies from Japan; Y. Kanno . <u>Language and education in Japan: Unequal access to bilingualism.</u> (2008) Journal 4 due; Short Presentations
Week 7	Topic: CULTURE & EDUCATION Theoretical readings: What is culture? Whose culture is considered important? Whose isn't? When is "culture" capital? When is "culture" used to exclude one from access to education? Journal 5 due; Short Presentations; Quiz 3
Week 8	End of Quarter 1 EXAM;
Week 9	Topic: CULTURE & EDUCATION & RELIGION; studies from the U.S. & Australia; Journal 6 due
Week 10	Topic: RACE (GENDER) & EDUCATION; Articles from the U.S. J. E. King <i>Dysconscious Racism: Ideology, Identity, and the Miseducation of Teachers</i> ; race & gender in education (the U.S.); N. Lopez; <u>Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education</u> (2002); Journal 7 due; Quiz 4
Week 11	Topic: RACE & EDUCATION; Readings on immigration, language, race and education from Taiwan & Japan/ Journal 8 due
Week 12	Topic: GENDER & EDUCATION Articles from the U.S. & Japan; Journal 9 due; Quiz 5
Week 13	Topic: GENDER & EDUCATION Articles from Canada & Korea;
Week 14	Topic: SEXUALITY, GENDER EXPRESSION & EDUCATION article from the U.S.; A. Halder <u>Education Inequality and Global Justice for the Third Gender. Hijras in India</u> (2015); Quiz 6; Student Presentations
Week 15	Topic: SEXUALITY, GENDER EXPRESSION & EDUCATION; & SOCIAL JUSTICE IN EDUCATION: article from L. A. Bell <i>Theoretical foundations for social justice</i>

	<i>education. In Adams, Bell & Griffin, (Eds), <u>Teaching for diversity and social justice</u> (2nd ed.). (2007). Student Presentations</i>
Week 16	End of Quarter 2 EXAM

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)