

EDUC 533: Social Justice in Education

<p>Description:</p>	<p>COURSE CATALOG DESCRIPTION: This course examines how education can help create more fair and just societies, ultimately contributing to high performing educational systems. The course will explore multiple perspectives on social justice and examine efforts at local, state, national and global levels. Students will focus on articulating efforts in classrooms and schools with wider community initiatives.</p>
<p>Course assigned readings and additional information</p>	<p>Required Texts:</p> <p>1) You will be participating in a reading group over the course of the semester. To make the most of that opportunity, please choose one of the following texts and complete the following poll. Once you receive an email confirmation from your instructor, you should purchase the text from Rethinking Schools: http://www.rethinkingschools.org/publication/index.shtml unless otherwise directed. You will be expected to bring your copy to class on the first day.</p> <ul style="list-style-type: none"> • Rethinking Early Childhood Education • Rethinking Elementary Education • Rethinking Mathematics • Rethinking Popular Culture and Media • Reading Writing and Rising Up: Teaching About Social Justice and the Power of the Written Word • The Line Between Us: Teaching About the Border and Mexican Immigration • A People's History for the Classroom • Teaching Science for Social Justice by Angela Calabrese Barton (purchase elsewhere) <p>2) <i>Beyond Magenta: Transgender Teens Speak Out</i>, Susan Kuklin</p> <p>3) Additional weekly reading required materials can be found on Sakai.</p> <p>Suggested (not required):</p> <p>Student subscription to Rethinking Schools (see rethinkingschools.org)</p>
<p>Program Course Information:</p>	<p>PROGRAM: Professional Leadership and Practice: All Teacher Preparation Program Areas</p> <p>EDUC 533 SECTION 003 – 3 hour course credit</p> <p>COURSE TITLE: Social Justice in Education</p> <p>INSTRUCTOR NAME AND CONTACT INFORMATION:</p> <p>Fall 2015</p> <p>Tara Anderson, Doctoral Student in Culture, Curriculum, and Change</p> <p>UNC School of Education</p> <p>Office: (TBD)</p> <p>Phone: (██████████)</p>

	<p>E-mail: andtara@live.unc.edu</p> <p>MEETING TIME AND PLACE:</p> <p>Fall 2015</p> <p>Peabody 311</p> <p>Mondays 4:40- 7:35</p> <p>OFFICE HOURS: by appointment</p> <p>OVERVIEW: This course offers an examination of the role of social justice in education. The inequities in our society have a long history but have gotten much worse since 1980. Moreover, these inequities have bases in political, economic, cultural and social institutions, and reducing inequities will require efforts on all these fronts. In this, education is key both because it develops necessary qualifications for employment and because individuals and families fully believe education is key to their success.</p> <p>We will fuel our deliberations with readings that explore social justice both theoretically and practically for future teachers and concerned citizens. In this course, we will begin by furthering our understanding of diversity and its relationship to school experience. We will examine in particular how different individuals are served differently by schools in general and within classrooms in particular. Our work together will consist of determining what currently exists in schools and what could exist if we were to create educational opportunities that both met students' needs and challenged persistent inequities. Our exploration will focus both on the problems and solutions.</p> <p>The course requires students to develop a high level of understanding of social justice and education. Together we will consider: What are scholars, teachers, administrators, parents, and students themselves doing in schools to enable all students to have successful, meaningful and potentially transformative learning experiences? More importantly, what will each of us do to reach this goal?</p>
<p>UNC-CH School of Education Conceptual Framework:</p>	<p>Preparing Leaders in Education</p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational</p>

practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all

	<p>students in multiple contexts.</p> <p>ates possess the necessary content knowledge to support and enhance student pment and learning.</p> <p>ates possess the necessary professional knowledge to support and enhance student pment and learning, including meeting student needs across physical, social, logical, and intellectual contexts. Candidates incorporate a variety of strategies, such nology, to enhance student learning.</p> <p>ates possess the necessary knowledge and skills to conduct and interpret riate assessments.</p> <p>ates view and conduct themselves as professionals, providing leadership in their field, including effective communication and collaboration with students and lders.</p> <p>SOE Conceptual Framework Dispositions</p> <p>Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ul style="list-style-type: none"> • Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society. • Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
<p>Course Objectives:</p>	<p>The general objectives of the course are:</p> <ol style="list-style-type: none"> 1. To develop in-depth understanding of social justice issues. 2. To understand how educators and others can develop the necessary knowledge, dispositions, competencies and/or actions to advance social justice. <p>More specifically, students in the course will:</p> <ul style="list-style-type: none"> • identify and critique constructions of identity; • critically examine your own and your colleagues' experiences of school; • critically examine school and classroom structures to determine how these impact student learning and a student's experience of school more generally; • explore and analyze one's autobiography and its influence on his/her teaching and the choices he/she makes in the classroom; • identify curriculum and pedagogy that seek to be inclusive,

	<p>equitable, empowering and socially just and meet the needs of all students;</p> <ul style="list-style-type: none"> strengthen skills related to designing school and classroom structures that appropriately address the needs of all students; become more familiar with the resources available to teachers to enable teachers to create school and classroom communities that appropriately and optimally meet the needs of all students.
<p>Course Standards (Addressed and Assessed):</p>	<p>School of Education:</p> <ul style="list-style-type: none"> Principles 1, 2, 4 Dispositions 1,2 edTPA assessments related to the class: Task One, Rubrics Two and Three Task Two, Rubric Seven
<p>Attendance and Assignments:</p> <p>***</p> <p>LATE ASSIGNMENTS WILL NOT BE ACCEPTED</p> <p>***</p>	<p>***ALL ASSIGNMENTS HAVE TO BE UPLOADED TO SAKAI BY 4:00PM ON THE DAY THAT THEY ARE DUE AND TURNED IN TO INSTRUCTOR IN HARD COPY***</p> <p>Instructor will not accept assignments via email or after the due date/time</p> <p>***GUIDELINES AND RUBRICS ARE APPENDED TO THE COURSE SYLLABUS***</p> <p>1. Attendance, Preparation, and Participation (100 points)</p> <p>Students are expected to read the required readings before each class session. Students are to come to each class prepared to participate in discussions and activities related to the assigned topics. Discussions will in large part focus on exploring theories and ideas related to social justice in education. Students, individually and in groups, will have multiple opportunities to reflect and comment on weekly readings and assignments and consider educational implications.</p> <p>A portion of this grade is the work that you engage in during your weekly reading focus group. Playing an active part in this group includes making collaborative decisions about what to read, connecting focus group readings with course readings, engaging in (and facilitating when appropriate) conversations with practicing teachers around questions that your group develops, and reflecting on your emergent and changing perspectives.</p> <p>Since we meet just once a week, any class missed represents a missed week of studies. You may miss one class meeting without penalty, but each additional absence will result in a deduction of 25 points. Students should notify instructor by email in advance of the missed class by 9am of the day of the class using the subject line format EDUC 533 Class Absence – [First Name] [Last Name].</p>

	<p>2. <i>When I was young</i>, a photo-analysis (50 points): Due August 31</p> <p>3. School Equity Audit (100 points): Due September 28-</p> <p>4. Reconceptualizing Curriculum (100 points): Due October 26</p> <p>5. Extended case-study analysis (150 points): Due November 16</p> <p>6. Final Assignment (100 points): Due TBA (Exam Day)</p> <p>Total possible points = 600 points</p>
Grading:	<p>GRADING/GRADING SCALE</p> <p>Undergraduate Students:</p> <p style="padding-left: 40px;">94% - 100% = A</p> <p style="padding-left: 40px;">90% - 93.9% = A-</p> <p style="padding-left: 40px;">88% - 89.9% = B+</p> <p style="padding-left: 40px;">84% - 87.9% = B</p> <p style="padding-left: 40px;">80% - 83.9% = B-</p> <p style="padding-left: 40px;">78% - 79.9% = C+</p> <p style="padding-left: 40px;">74% - 77.9% = C</p> <p style="padding-left: 40px;">64% - 73.9% = D</p> <p style="padding-left: 40px;">63.9% and below = F</p> <p>Graduate Students: 92% - 100% = H; 82% - 91.9% = P; 72% - 81.9% = L; below 72% = F</p> <p>The assignment of incomplete or "I" grades will be assigned only in cases of extreme emergencies and in cases where a passing grade may be earned. Should an "I" grade be required, a course completion contract between the student and instructor must be developed before the last week of the semester.</p>
Disability Services Information:	<p>If you have a medical condition/disability that may require reasonable accommodation to ensure equal access to this course, please contact the Department of Disability Services at 962.8300, on the internet at http://disabilityservices.unc.edu/eligibility/index.html or via email at disabilityservices@unc.edu</p>

Honor Information:	<p>The Instrument of Student Judicial Governance, which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:</p> <ul style="list-style-type: none"> • Obey and support the enforcement of the Honor Code; • Refrain from lying, cheating, or stealing; • Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and • Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University. <p><i>The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.</i></p> <p>The Instrument defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise."</p> <p>In addition, the Honor System suggests that all written work should be submitted with the following pledge: "On my honor, I have neither given nor received unauthorized aid on this assignment."</p> <p>If you need additional assistance in regards to plagiarism or appropriate citation methods, please see the UNC Libraries' tutorials page for excellent tutorials on these topics. I also encourage you to make use of the Writing Center's resources.</p> <p>For this course, you will be asked on the honor code to only use electronic devices in class for class related activities. Appropriate use of technology is included in the participation rubric.</p>
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Fall 2015 Course Calendar

Week	Topic	Critical Questions	Readings Due <i>(read before class)</i>	Assignment Due <i>(submitted by 4pm)</i>
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<p>Class 1 August 24</p>	<p>Social Justice as an educational necessity: <i>Developing Social Justice Competence</i></p>	<p>What is the purpose of school?</p> <p>What does it mean to be a teacher?</p> <p>What is social justice and how do we define it in this class?</p> <p>What does social justice look like?</p> <p>What does it mean to be a socially just teacher?</p>	<p>Sensoy & DiAngelo (S&D) Text: Chapters 1 and 2 and appendix (will be posted on Sakai)</p> <p>Sakai: Bell, L. A. (1997). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffith (Eds.), <i>Teaching for diversity and social justice</i> (3-15). New York: Routledge.</p>	
<p>Class 2 August 31</p>	<p>Personal Perspectives</p>	<p>What influences the way you view others?</p> <p>How do personal experiences impact one's professional role as a teacher?</p> <p>How do names and labels influence perceptions?</p>	<p>Sakai: Chapter 1 from Wise, T. (2008). <i>White like me: Reflections on race from a privileged son</i>. Brooklyn, New York: Soft Skull Press</p> <p>Chapters 1 and 2 in Hinchey, P. H. (2004). <i>Becoming a critical educator: Defining a classroom identity, designing a critical pedagogy</i>. New York: Peter Lang</p> <p>Assigned reading from PLC group</p>	<p><i>When I was Young, a photograph analysis</i></p>
<p>Class Holiday! September 7 Labor Day</p>				
<p>Class 3</p>	<p>Understanding</p>	<p>What and who</p>		

<p>September 14</p>	<p>systemic injustice: <i>The nature of schools and classrooms</i></p>	<p>is privileged in schools today?</p> <p>What is the culture of power and how does it play out in schools?</p> <p>What is the intended versus actual impact of <i>Brown v. Board of Education</i>?</p>	<p>Sakai:</p> <p>S&D chapter 5</p> <p>Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. <i>Educational Researcher</i>, 33(7), 3-13.</p> <p>Delpit, L.D. (1988). The silenced dialogue: power and pedagogy in educating other people's children. <i>Harvard Educational Review</i>, 58(3), 280-298 .</p> <p>Bettez, S. (2011). Navigating the guilt vs. innocence dichotomy in teaching social justice. <i>South Atlantic Philosophy of Education Society Yearbook</i>, 169-181.</p> <p>Assigned reading from PLC group</p>	
<p>Class 4 September 21</p>	<p>Understanding systemic Injustice: <i>Outside of Schools</i></p>	<p>Which influences which: schools or society?</p> <p>What happens when you go against the status quo?</p> <p>What are possibilities to address this issue in your own</p>	<p>Sakai:</p> <p>S&D Text Chapter 6</p> <p>Chapter 5 from Barry, B. (2005), <i>Why social justice matters</i>. Malden, MA: Polity Press.</p>	

		professional practice?		
Class 5 September 28	Social Construction of Identity: Race/Ethnicity	<p>What is the difference between race and ethnicity?</p> <p>How does the social construction of race impact issues of equity?</p> <p>As teachers, what does it mean to be “color brave”? How do we get there? What are the implications? What are the barriers? What are the risks?</p> <p>As teachers, what does it mean to be “colorblind”? How do we get there? What are the implications?</p>	<p>Sakai:</p> <p>Banks, J. A. (1995). The historical reconstruction of knowledge about race: Implications for transformative teaching. <i>Educational Researcher</i>, 24(2), 15-25.</p> <p>Lee, T. S. (2011). Teaching Native youth, teaching about Native Peoples: Shifting the paradigm to socioculturally responsive education. <i>Studying diversity in teacher education</i>, 275-293.</p> <p>Lewis, A. E. (2001). There is no “race” in the schoolyard: Color-blind ideology in an (almost) all-white school. <i>American Educational Research Journal</i>, 38(4), 781-811.</p> <p>Assigned reading from PLC group</p>	School Equity Audit
Class 6 October 5	Social Construction of Identity: Class	<p>How are schools structured according to social class?</p> <p>What messages about social class are</p>	<p>Sakai:</p> <p>Lareau, A. (1987). Social class differences in family-school relationships: The importance</p>	

		<p>perpetuated in schools?</p> <p>In what ways does social class influence a student's experience of school?</p>	<p>of cultural capital. <i>Sociology of Education</i>, 60(2), 73 – 85.</p> <p>Hochschild, J. L. (2003). Social class in public schools. <i>Journal of Social Issues</i>, 59(4), 821-840.</p> <p>Cunha, Darlena. (2014, July 8). This is what happened when I drove my Mercedes to pick up food stamps. <i>Washington Post</i>. Retrieved from washingtonpost.com</p> <p>Assigned reading from PLC group</p>	
<p>Class 7 October 12</p>	<p>Social Construction of Identity: Gender</p>	<p>How does the intersection of gender and other identities influence school experiences?</p> <p>How are (non)traditional genders positioned/privileged in school?</p> <p>How do teachers/does curriculum privilege particular gendered ways of being?</p> <p>What are possibilities to address this</p>	<p>Sakai:</p> <p>Kuklin, S. (2014). <i>Beyond Magenta: Transgender teens speak out</i>. Candlewick Press.</p> <p>Luecke, J. C. (2011). Working with transgender children and their classmates in pre-adolescence: Just be supportive. <i>Journal of LGBT Youth</i>, 8(2), 116 – 156.</p> <p>Assigned reading from PLC group</p>	

		<p>issue in my own professional practice?</p>		
<p>Class 8 October 19</p>	<p>Social Construction of Identity: Sexual Orientation</p>	<p>In what ways are schools heteronormative?</p> <p>How is heteronormativity privileged in school contexts?</p> <p>What are possibilities to address heteronormativity in my own professional practice?</p>	<p>Sakai:</p> <p>Nadal, K., Issa, M., Leon, J., Meterko, V., Wideman, M. & Wong, Y. (2011). Sexual orientation microaggressions: “Death by a thousand cuts” for lesbian, gay, and bisexual youth. <i>Journal of LGBT Youth</i>, 8(3), 234 – 259.</p> <p>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. <i>Journal of Adolescent and Adult Literacy</i>, 53(8), 625-634.</p> <p>Kosciw, J. G., Greytak, E. A., Bartkiewicz, M. J., Boesen, M. J., & Palmer, N. A. (2012). <i>The 2011 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools</i>. New York, NY:</p>	

			<p>Gay, Lesbian and Straight Education Network (GLSEN).</p> <p>Assigned reading from PLC group</p>	
<p>Class 9 October 26</p>	<p>Social Construction of Identity: Language Practices</p>	<p>What language practices are privileged in school contexts and texts?</p> <p>What responsibilities does a teacher have with regard to students' language practices?</p> <p>How does particular language use by teachers perpetuate certain assumptions and stereotypes?</p> <p>What are possibilities to address language bias in your own professional practice?</p>	<p>Sakai:</p> <p>Christensen, L. (1990). Teaching Standard English: Whose standard? <i>The English Journal</i>, 79(2), 36 – 40.</p> <p>Delpit, L. (2002). <i>No kinda sense</i>. In L. Delpit (Ed.), <i>The Skin That We Speak</i> (pp. 33 – 48). New York: The New Press.</p> <p>Purcell–Gates, V. (2002). “...As soon as she opened her mouth!”: Issues of language, literacy, and power. In L. Delpit (Ed.). <i>The Skin That We Speak</i>, (pp. 121 – 141). New York: The New Press .</p> <p>Assigned reading from PLC group</p>	<p>Reconceptualizing Curriculum</p>
<p>Class 10 November 2</p>	<p>Social Construction of Identity: Immigration</p>	<p>What does it mean to be an immigrant in schools today?</p> <p>In what ways do schools support (or not) students' funds of knowledge?</p>	<p>Sakai:</p> <p>Moll, L.C., Amanti, C., Neff, D., Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to</p>	

		<p>What are possibilities to address immigration in your own professional practice?</p>	<p>connect homes and classrooms. <i>Theory Into Practice</i>, 31(2), 132-141.</p> <p>Chapter 7 from Nieto, S. (2009). <i>Language, culture, and teaching: critical perspectives</i>. New York: Taylor and Francis.</p> <p>Moll, L. C., Soto-Santiago, S. L., & Schwartz, L. (2013). Funds of Knowledge in Changing Communities. <i>International Handbook of Research on Children's Literacy, Learning, and Culture</i>, 172-183.</p> <p>Assigned reading from PLC group</p>	
<p>Class 11 November 9</p>	<p>Social Construction of Identity: Exceptionality</p>	<p>What does “disability” mean? What about “ability”?</p> <p>In what ways is disability a social construction?</p> <p>What are possibilities to address “disabling” in your own professional practice?</p>	<p>Sakai:</p> <p>Deschenes, S., Cuban, L. & Tyack, D. (2001). Mismatch: Historical perspectives on schools and students who don't fit them. <i>Teachers' College Record</i>, 103(4), 525-547 (Sakai).</p> <p>Artiles, A. J., Trent, S. C., & Palmer, J. (2004). Culturally diverse students in special education: Legacies and prospects.</p>	

			<p><i>Handbook of research on multicultural education</i>, 2, 716-735.</p> <p>Assigned reading from PLC group</p>	
<p>Class 12 November 16</p>	<p>Intersectionality</p>	<p>What would it mean to be an Intersectionality-Aware teacher?</p> <p>What challenges do you anticipate in your own work?</p>	<p>Grant, C. A., & Zwier, E. (2011). Intersectionality and student outcomes: Sharpening the struggle against racism, sexism, classism, ableism, heterosexism, nationalism, and linguistic, religious, and geographical discrimination in teaching and learning. <i>Multicultural perspectives</i>, 13(4), 181-188.</p> <p>Hyttén, K., & Warren, J. (2003). Engaging whiteness: How racial power gets reified in education. <i>International Journal of Qualitative Studies in Education</i>, 16(1), 65-89.</p> <p>Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i>, 8(1), 69-91.</p> <p>Wing, J. Y. (2007). Beyond black and white: The model minority myth and</p>	<p>Case-study Connection and Reflection</p>

			<p>the invisibility of Asian American students. <i>The Urban Review</i>, 39(4), 455-487.</p> <p>Assigned reading from PLC group</p>	
<p>Class 13 November 23</p>	<p>Applying Social Justice: <i>How we teach?</i></p>	<p>How do the theoretical and pedagogical approaches we've studied so far address social justice concerns?</p> <p>In what ways are the approaches similar/different from one another? What are the characteristics and resources that teachers need to implement socially just teaching approaches?</p> <p>What challenges might you anticipate in your own professional practice as you engage socially just teaching?</p>	<p>Sakai:</p> <p>Villegas, A. M. (2007). Dispositions in teacher education a look at social justice. <i>Journal of Teacher Education</i>, 58(5), 370-380.</p> <p>Ladson-Billings, G. (2006). Yes, but how do we do we do it? Practicing culturally relevant pedagogy. In Landsman, J. & Lewis, C. (Eds, (m White teachers/diverse classrooms, 29, VA: Styles Publishers.</p> <p>Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. <i>Educational Leadership</i>, 64(6), 28.</p> <p>Gay, G. (2002). Preparing for culturally responsive teaching. <i>Journal of Teacher Education</i>-, 53(2), 106-116.</p> <p>Cochran-Smith, M. (1995). Color blindness and basket making are not the answers:</p>	

			<p>Confronting the dilemmas of race, culture, and language diversity in teacher education. <i>American Educational Research Journal</i>, 32(3), 493-522.</p> <p>Assigned reading from PLC group</p>	
<p>Class 14 November 30</p>	<p>Applying Social Justice: <i>What we teach</i></p>	<p>How do school structures perpetuate privilege in schools? What does it look like for a school to address these privileges?</p> <p>How do teachers perpetuate certain structures of privilege in classrooms? How might they challenge these structures?</p> <p>What is the hidden curriculum?</p> <p>What resources are necessary to promote social justice?</p>	<p>Sakai:</p> <p>Giroux, H.A. & Penna, A. N. (1979) Social education in the classroom: the dynamics of the hidden curriculum. <i>Theory and Research in Social Education</i>, 7(1), 21-42.</p> <p>TBA</p>	
<p>Class 15 TBA <i>Exam day</i></p>	<p>Social Justice in Action</p>	<p>Where do we go from here?</p>		<p>Final Assignment</p>