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:


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:


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

**Final Project**
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](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


Ethics Training due Sunday 1/26 at 11:59 PM
Tue 1/28    Framing the Issues, Part 2


Thu 1/30    Framing the Issues, Part 3


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


Thur 2/20   NO CLASS – TRINITY DAYS
Tue 2/25  Ethnic Studies


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).


Tue 3/3  Social Justice Education


**Final Project Brainstorm due Wednesday 3/4 at 11:59 PM**

Thur 3/5  Focus Groups and Final Project First Steps

Tue 3/10  Culturally Relevant Pedagogy


**Book Presentation: Gloria Ladson-Billings, The Dreamkeepers**

Thur 3/12  Culturally Sustaining Pedagogy


**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:  
OR  


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

**Thur 3/26**  
**Queering Education**  


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

**Tue 3/31**  
**From Theory to Practice, Part 1**  

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**


*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**


**Thur 4/9 Parent Activism**


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**


**Book Presentation: Bree Picower, Practice What You Teach**

**Unit 4: Continued Challenges**  
Why is it so hard to fight for educational justice? What can do we about it?

**Thur 4/16  The Centrality of Whiteness**  


**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).


*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