

EDST 213Z-01: Introduction to Social Justice Education

Location: Zoom link ([link](#))

Time: Mondays through Fridays, 6:00pm to 10:00pm

Professor: Demetrius Colvin

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Office Hours: Sundays from 5-7pm, Office Hours Zoom link:

<https://wesleyan.zoom.us/j/94939837520?pwd=K0hBdzh3RG51RGFEbE+WVTROMWVBZz09>

Course Description:

What is social justice? What are the origins and theoretical foundations of social justice education? What are effective and liberatory methods of teaching social justice? This course will provide a space for students to learn about liberatory methods for teaching and practicing social justice while interrogating the historical discourses that have shaped social justice education. The first half of the course will focus on understanding the history and theoretical underpinnings of social justice education. In this section, we will focus on liberation philosophy, critical pedagogy, feminist theory, postcolonial theory, intercultural communication theories, queer theory, indigenous studies, and disability studies.

The second half of the course will focus on contemporary practices and perspectives related to social justice education with a particular focus on liberatory, dialogic, and nonviolent approaches to social change. The coursework will involve reflection essays on class lectures and readings as well as intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/final will be a research paper wherein students

will explore one aspect of their own educational journey and connect it to the course content. Students will be provided a course pack for this class with all required reading materials.

Course Requirements and Grading:

- **Attendance and class participation (35%)**
 - Dialogue will be an essential component to the learning objectives of the course.
 - We will meet for 10 classes on Mondays through Fridays, 6:00pm to 10:00pm (with a 10 minute break at 8:00pm), Tuesday, January 9th, 2024 through Monday, January 22nd, 2024
 - Each class will consist of dialogue and group activities based on the readings and assignments
 - Students must watch mandatory videos, review the lecture notes, and complete assigned readings before each corresponding class
 - Requirements
 - Students must notify the professor no later than 24 hours before a class if they are unable to attend class due to a personal emergency and/or sickness. If an emergency presents itself on the day of class, the student has until the end of that day to contact their professor detailing the emergency if they would like to have that absence excused.
 - Students are only allowed two excused absences during the course of a semester. If the student requires more than two excused absences, accommodations must be arranged through the student's class dean to verify the issue and identify workarounds.
 - Rubric for attendance and class participation
 - 5- The student attends and participates as they are able in every class. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student recognizes that a significant portion of their learning is connected to how they actively share their perceptions, experiences, concerns, (mis)understandings and personal connections with

others during the class. It is evident through how they participate in class that the student challenges themselves to be critically self-reflective, non-judgmental, and open to imperfection.

- 4- The student attends and participates as they are able in most classes. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student sometimes shares their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. The student values being critically self-reflective, non-judgmental, and open to imperfection.
 - 3- The student attends and participates as they are able in some classes. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student seldom shares their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. Sometimes it is evident that the student values being critically self-reflective, non-judgmental, and open to imperfection.
 - Needs Improvement- The student's attendance and participation in class is inconsistent. The student does not challenge themselves to be critically self-reflective, non-judgmental, or open to imperfection.
- **Homework assignments (35%)**
 - There will be response/reflection papers due at the beginning of the course in addition to in-class and out of class activities that will further students' content mastery. You should complete the assignments in the following progression:
 - **Assignments Folder (link)**
 - Class 1 and 2 reflection response due on Thursday, January 11th at 12noon
 - Class 3 and 4 reflection response due on Tuesday, January 16th at 12noon
 - Class 5 and 6 reflection response due on Thursday, January 18th at 12noon
 - Self grading reflection essay due on Monday, January 22nd at 12noon

- All readings and assignments will be shared through a class google team drive (link)
- All homework assignments should be submitted to the professor by creating a google drive folder and sharing it with your professor
 - Once you have uploaded your assignment into the folder, email your professor/share the link to submit it.
- Rubric for homework assignments
 - 5- The student responded well to the assignment prompt(s) by showcasing a clear understanding of the main arguments in the texts and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. There is a clear intention to go beyond shallow connections and truly discover/uncover/reveal something to and for themselves. The student takes the time and effort to challenge their own arguments and perceptions and reflect on why they are interpreting the authors' texts in a particular way and the potential implications of their beliefs. The student incorporates information from the supplemental readings and sources not provided by the professor (such as readings from previous classes, current events and news articles, family stories, personal history, memes and social media, wikipedia) to deepen their understanding of the context and implications of the authors' text and their own experiences/beliefs. The student connects their own interpretations and arguments to the course objectives and how the course is impacting their own development. The assignment was turned in on time.
 - 4- The student responded well to some of the assignment prompt(s). The student showcases an understanding of the main arguments in the texts this week and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. The student takes the time and effort to make sure that their thoughts are clearly ordered and communicated. The assignment was turned in on time or at least one week after the original due date.

- 3- The student responded to the assignment prompt(s). The student showcases that they have read some of the readings and have an opinion about what they have read. They turned the assignment in and met all basic requirements about the length and content of the assignment
 - Needs improvement- the response to the texts were incoherent and/or very little to no personal connections to the arguments made were present
 - Incomplete- student did not turn in the assignment
 - Extension Policy
 - If you need an extension on an assignment, you must email the professor at least 24 hours before the assignment due date explaining what is preventing you from completing the assignment on time.
 - Since all the homework assignments have to be done in a sequence by the beginning of August, extensions can only be granted up to 4 days after the original deadline before one point is taken off of your grade for tardiness.
- **Final project (30%)**
 - Final Project due on Wednesday, January 24th at 12noon
 - In the culminating project/final, students will construct a scholarly personal narrative that will enable participants to synthesize the course content with their own lived experiences
 - Rubric for final project
 - 5- The student responded well to the assignment prompt(s) by showcasing a clear understanding of the main arguments in the texts and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. There is a clear intention to go beyond shallow connections and truly discover/uncover/reveal something to and for themselves. The student takes the time and effort to challenge their own arguments and perceptions and reflect on why they are interpreting the authors' texts in a particular way and the potential implications of their beliefs. The student incorporates information from the supplemental readings and sources not

provided by the professor (such as readings from previous classes, current events and news articles, family stories, personal history, memes and social media, wikipedia) to deepen their understanding of the context and implications of the authors' text and their own experiences/beliefs. The student connects their own interpretations and arguments to the course objectives and how the course is impacting their own development. The assignment was turned in on time.

- 4- The student responded well to some of the assignment prompt(s). The student showcases an understanding of the main arguments in the texts this week and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. The student takes the time and effort to make sure that their thoughts are clearly ordered and communicated. The assignment was turned in on time or at least one week after the original due date.
- 3- The student responded to the assignment prompt(s). The student showcases that they have read some of the readings and have an opinion about what they have read. They turned the assignment in and met all basic requirements about the length and content of the assignment
- Needs improvement- the response to the texts were incoherent and/or very little to no personal connections to the arguments made were present
- Incomplete- student did not turn in the assignment

Course Topics:

1. Tuesday, January 9th, Class 1- What are useful ways to teach and learn about dialogue? What role does it play in social justice education? What is dialogic thinking and how can you practice it?
 - a. Assignments (link)
 - i. Class 1 and 2 reflection response due on Thursday, January 11th at 12noon

- ii. Class 3 and 4 reflection response due on Tuesday, January 16th at 12noon
- b. Texts (link)
 - i. **Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom Chapter 4- The Broadest Frame: Dialogue as Meta-Methodology (education studies)**
 - 1. (strongly suggested but not required) Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom Chapter 1- Buber's Two Ways of Learning
 - 2. (strongly suggested but not required) Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom Chapter 5- Dialogues with Texts
 - 3. (strongly suggested but not required) Maria Carolina Nicito Angel, Monica Maciel Vahl, and Bernadette Farrell- Critical Pedagogy in Uncertain Times: Hope and Possibilities Chapter 9- Critical Pedagogy, Dialogue and Tolerance: A Learning to Disagree Framework
 - ii. **Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education Chapter 9- Sociocultural Basis of Learning (education studies)**
 - 1. (strongly suggested but not required) Mary Watkins and Helene Shulman- Towards Psychologies of Liberation Chapter 2- Beyond Ideology to Dialogue
 - 2. (strongly suggested but not required) Frans Meijers- Monologue to Dialogue: Education in the 21st Century
 - 3. (strongly suggested but not required) Alison Jones- The Limits of Cross-Cultural Dialogue; Pedagogy, Desire, and Absolution in the Classroom
 - iii. **Mary Watkins and Helene Shulman- Toward Psychologies of Liberation Ch 10- Dialogue (liberation psychology)**
 - 1. (strongly suggested but not required) Dmitri Nikulin- Dialectic and Dialogue Ch 4- Dialogue: A Systematic Outlook (philosophy)
 - 2. (strongly suggested but not required) Dmitri Nikulin- Dialectic and Dialogue Chapter 3- Dialogue Via Moderna (philosophy)

3. (strongly suggested but not required) Peter Rule- Bakhtin and Freire: Dialogue, dialectic, and boundary learning

iv. Colvin Handout- What is Dialogue? (conflict and communication studies)

1. (strongly suggested but not required) Sally Huang-Nissen- Dialogue Groups: A Practical Guide to Facilitate Diversity Conversation Chapter 2- Defining the Principles of Dialogue (conflict and communication studies)
2. (strongly suggested but not required) Mordechai Gordon- Listening as embracing the other: Martin Buber's philosophy of dialogue (education studies)
3. (strongly suggested but not required) Elizabeth Dubin and Esther Prins- Blueprinting a Freirean pedagogy of imagination: Hope, untested feasibility, and the dialogic person (adult and continuing education)

c. Videos (link)

2. Wednesday, January 10th, Class 2- What are useful ways to teach and learn about social justice? How can/why must social justice be taught? What should be considered when teaching and/or learning about social justice?

a. Assignments (link)

- i. Class 1 and 2 reflection response due on Thursday, January 11th at 12noon
- ii. Class 3 and 4 reflection response due on Tuesday, January 16th at 12noon

b. Texts (link)

i. Jamie B. Lewis- Social Justice, Social Studies, and Social Foundations (education studies)

1. (strongly suggested but not required) Elizabeth MacKinlay and Katelyn Barney- Unknown and Unknowing Possibilities: Transformative Learning, Social Justice, and Decolonising Pedagogy in Indigenous Australian Studies (education studies)
2. (strongly suggested but not required) Nana Osei-Kofi, Riyad A. Shahjahan, and Lori D. Patton- Centering Social Justice in the Study of Higher Education: The Challenge and Possibilities for Institutional Change

3. (strongly suggested but not required) Karen Zaccor- Teaching for Black Lives Chapter 27- Lead Poisoning: Bringing Social Justice to Chemistry

ii. Readings for Diversity and Social Justice 3rd Ed. Chapter 1- Maurianne Adams- Section 1 Introduction / Beverly Tatum- Who Am I (education studies)

1. (strongly suggested but not required) Iris Marion Young- Readings for Diversity and Social Justice 3rd Ed. Chapter 7- Structure as the Subject of Justice (education studies)
2. (strongly suggested but not required) Lee Anne Bell, Diane J. Goodman, and Rani Varghese- Teachings for Diversity and Social Justice 3rd Ed. Chapter 12- Critical Self-Knowledge for Social Justice Educators (education studies)
3. (strongly suggested but not required) Patricia Hill Collins- Intersectionality As Critical Social Theory Chapter 8- Intersectionality without Social Justice?

iii. Maurianne Adams- Teachings for Diversity and Social Justice 3rd Ed. Chapter 2- Pedagogical Foundations for Social Justice Education (education studies)

1. (strongly suggested but not required) Sharon Gewirtz- Citizenship, Inclusion, and Democracy: A Symposium on Iris Marion Young Chapter 5- Towards a Contextualized Analysis of Social Justice in Education (education studies)
2. (strongly suggested but not required) Kathryn Sorrells- Intercultural Communication: Globalization and Social Justice 2nd Ed. Chapter 9- Negotiating Intercultural Conflict and Social Justice: Strategies for Intercultural Relations (conflict and communications studies)
3. (strongly suggested but not required) Stephen S. Hall- Wisdom: From Philosophy to Neuroscience Chapter 9- Altruism: Social Justice, Fairness, and the Wisdom of Punishment (philosophy)

c. Videos (link)

3. Thursday, January 11th, Class 3- What are useful ways to teach and learn about privilege and oppression? What should be considered when teaching and/or learning about privilege and oppression?

a. Assignments (link)

- i. Class 1 and 2 reflection response due on Thursday, January 11th at 12noon
 - ii. Class 3 and 4 reflection response due on Tuesday, January 16th at 12noon
- b. Texts (link)
- i. **Bobbi Haro- Readings for Diversity and Social Justice 3rd Ed. Chapter 6- The Cycle of Socialization (education studies)**
 - 1. (strongly suggested but not required) Leslie Margolin- Unpacking the Invisible Knapsack: The Invention of White Privilege Pedagogy (sociology)
 - 2. (strongly suggested but not required) Peggy McIntosh- Race, Class, and Gender: Intersections and Inequalities Chapter 7- White Privilege: Unpacking the Invisible Knapsack (sociology)
 - 3. (strongly suggested but not required) Walter D. Mignolo- Unbecoming Modern: Colonialism, Modernity, Colonial Modernities Chapter 12- The Enduring Enchantment (Or the Epistemic Privilege of Modernity and Where to Go from Here)
 - ii. **Allan G. Johnson- Power, Privilege and Difference 3rd Ed. Chapter 2- Privilege, Oppression, and Difference (sociology)**
 - 1. (strongly suggested but not required) Douglas Williams- Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle- Privilege
 - 2. (strongly suggested but not required) Justin Podur- Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle-Oppression
 - 3. (strongly suggested but not required) Allan G. Johnson- Power, Privilege and Difference 3rd Ed. Chapter 7- How Systems of Privilege Work (sociology)
 - iii. **Lee Anne Bell- Teachings for Diversity and Social Justice 3rd Ed. Chapter 1- Theoretical Foundations for Social Justice Education (education studies)**
 - 1. (strongly suggested but not required) Rita Hardiman, Bailey W. Jackson, and Pat Griffin- Readings for Diversity and Social Justice 3rd Ed. Chapter 4- Conceptual Foundations (education studies)

2. (strongly suggested but not required) Margaret L. Andersen and Patricia Hill Collins- Race, Class, and Gender: Intersections and Inequalities- Social Institutions and Social Issues
3. (strongly suggested but not required) Iris Marion Young- Readings for Diversity and Social Justice 3rd Ed. Chapter 5- Five Faces of Oppression

c. Videos (link)

4. Friday, January 12th, Class 4- What are useful ways to teach and learn about power and agency? What should be considered when teaching and/or learning about power and agency?

a. Assignments (link)

- i. Class 3 and 4 reflection response due on Tuesday, January 16th at 12noon
- ii. Class 5 and 6 reflection response due on Thursday, January 18th at 12noon

b. Texts (link)

- i. **Gil Richard Musolf- Oppression and Resistance: Structure, Agency, Transformation Chapter 1- Oppression and Resistance: A Structure and Agency Perspective (sociology)**
 1. (strongly suggested but not required) Taylor Price and Antony Puddephatt- Oppression and Resistance: Structure, Agency, Transformation Chapter 5- Power, Emergence, and the Meanings of Resistance: Open Access Scholarly Publishing in Canada (sociology)
 2. (strongly suggested but not required) Laura L. Cochrane- Oppression and Resistance: Structure, Agency, Transformation Chapter 6- Collective and Community Work in Senegal: Resisting Colonial and Neoliberal Models of Economic Development (sociology)
 3. (strongly suggested but not required) Michael Spivey- Oppression and Resistance: Structure, Agency, Transformation Chapter 10- Public Sociology and Symbolic Interactionism: Participatory Research and Writing Culture with a Southern Native American Tribe (sociology)
- ii. **Joe L. Kincheloe- Critical Constructivism Chapter 2- Power and Knowledge Production: Critical Constructivist Pedagogical Purpose (education studies)**

1. (strongly suggested but not required) Steven Seidman- Contested Knowledge: Social Theory 3rd Ed. Chapter 12- Michel Foucault's Disciplinary Society (philosophy)
2. (strongly suggested but not required) Tansy Hardy- Mathematics Education within the Postmodern Chapter 6- "There's No Hiding Place" Foucault's Notion of Normalization at Work in a Mathematics Lesson (education studies)
3. (strongly suggested but not required) Karl Aubrey and Alison Riley- Understanding and Using Challenging Educational Theories 2nd Ed. Chapter 8- Michel Foucault: Power, Surveillance, Discipline and Control in Education (education studies)

iii. Melanie Joy- Powerarchy- Understanding the Psychology of Oppression and Social Transformation Chapter 2- The Process of Power (psychology)

1. (strongly suggested but not required) Melanie Joy- Powerarchy- Understanding the Psychology of Oppression and Social Transformation Chapter 1- Oppression a Relational Dysfunction (psychology)
2. (strongly suggested but not required) Melanie Joy- Powerarchy- Understanding the Psychology of Oppression and Social Transformation Chapter 3- Systems of Power (psychology)
3. (strongly suggested but not required) Melanie Joy- Powerarchy- Understanding the Psychology of Oppression and Social Transformation Chapter 7- Transforming Power (psychology)

c. Videos (link)

5. Monday, January 15th, Class 5- What are useful ways to teach and learn about race, ethnicity, nationality, and racism?

a. Assignments (link)

- i. Class 3 and 4 reflection response due on Tuesday, January 16th at 12noon
- ii. Class 5 and 6 reflection response due on Thursday, January 18th at 12noon

b. Texts (link)

- i. Lee Anne Bell, Michael S. Funk, Khyati Y. Joshi, and Marjorie Valdivia- Teachings for Diversity and Social Justice 3rd Ed. Chapter 5- Racism and White Privilege (education studies)**
 1. (strongly suggested but not required) Paul Gilroy- Against Race: Imagining Political Culture Beyond the Color Line Chapter 1- Racial Observance, Nationalism, and Humanism (sociology)
 2. (strongly suggested but not required) Cheryl I. Harris- Critical Race Studies: An Introduction (law)
 3. (strongly suggested but not required) Steven Seidman- Contested Knowledge: Social Theory Today 3rd Ed. Chapter 15- Critical Race Theory (philosophy)
- ii. Bree Picower- Reading, Writing and Racism: Disrupting Whiteness in Teacher Education and in the Classroom Chapter 3- Reframing Understandings of Race within Teacher Education (education studies)**
 1. (strongly suggested but not required) John Holmwood- Decolonizing the University Chapter 3- Race and the Neoliberal University: Lessons from the Public University (education studies)
 2. (strongly suggested but not required) Andrew Hartman- Education and the Cold War: The Battle for the American School Chapter 8- Desegregation as Cold War Experience: The Perplexities of Race in the Blackboard Jungle (education studies)
 3. (strongly suggested but not required) Zeus Leonardo- The Race for Class: Reflections on a Critical Raceclass Theory of Education (education studies)
- iii. Jill Ewing Flynn- Critical Multiculturalism: Theory and Praxis Chapter 12- Discussing Race and Culture in the Middle-School Classroom (education studies)**
 1. (strongly suggested but not required) Nina Asher- Made in the (Multicultural) U.S.A.: Unpacking Tensions of Race, Culture, Gender, and Sexuality in Education (education studies)

2. (strongly suggested but not required) Stacey J. Lee- Unraveling the “Model Minority” Stereotype: Listening to Asian American Youth 2nd Ed. Chapter 4- Constructing Race Relations (education studies)
3. (strongly suggested but not required) John L. Rury- Education and Social Change: Contours in the History of American Schooling Chapter 3- Ethnicity, Gender, and Race: Contours of Social Change in the 19th Century (education studies)

c. Videos (link)

6. Tuesday, January 16th, Class 6- What are useful ways to teach and learn about class and classism?

a. Assignments (link)

- i. Class 3 and 4 reflection response due on Tuesday, January 16th at 12noon
- ii. Class 5 and 6 reflection response due on Thursday, January 18th at 12noon

b. Texts (link)

i. **Maurianne Adams, Larissa E. Hopkins, and Davey Shlasko- Teachings for Diversity and Social Justice 3rd Ed. Chapter 7- Classism (education studies)**

1. (strongly suggested but not required) Gregory Mantsios- Race, Class, and Gender: intersections and Inequalities Chapter 15- Media Magic: Making Class Invisible (sociology)
2. (strongly suggested but not required) Herbert J. Gans- Race, Class, and Gender: intersections and Inequalities Chapter 14- Race as Class (sociology)
3. (strongly suggested but not required) Jennifer M. Silva- Race, Class, and Gender: intersections and Inequalities Chapter 26- Working Class Growing Pains (sociology)

ii. **bell hooks- Teaching to Transgress: Education as the Practice of Freedom Chapter 12- Confronting Class in the Classroom (education studies)**

1. (strongly suggested but not required) Paul Gorski- The Question of Class (education studies)

2. (strongly suggested but not required) Stephanie Moynagh- Sharing Breath: Embodied Learning and Decolonization Chapter 13- Class and Embodiment: Making Space for Complex Capacity (education studies)
3. (strongly suggested but not required) Stephen J. Ball- New class inequalities in education. Why education policy may be looking in the wrong place! Education policy, civil society, and social class (education studies)

iii. Allan G. Johnson- Power, Privilege and Difference 3rd Ed. Chapter 3- Capitalism, Class and the Matrix of Domination (sociology)

1. (strongly suggested but not required) Johanna Brenner- Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle- Class (sociology)
2. (strongly suggested but not required) J. Sakai- Settlers The Mythology of the White Proletariat from Mayflower to Modern Chapter 3- The Contradictions of Nation and Class (american studies)
3. (strongly suggested but not required) Chip Smith- The Cost of Privilege: Taking on the System of White Supremacy and Racism Chapter 10- Race, Class, and Privilege (social justice education)

c. Videos (link)

7. Wednesday, January 17th, Class 7- What are useful ways to teach and learn about gender, sex, cisgenderism, and sexism?

a. Assignments (link)

- i. Class 5 and 6 reflection response due on Thursday, January 18th at 12noon
- ii. Self grading reflection essay due on Monday, January 22nd at 12noon

b. Texts (link)

i. Namulundah Florence- bell hooks' Engaged Pedagogy Chapter 2- Sexism (education studies)

1. (strongly suggested but not required) Claudia Buchmann, Thomas A. DiPrete, and Anne McDaniel- Gender Inequalities in Education (education studies)

2. (strongly suggested but not required) Lucy E. Bailey and Karen Graves- The Changing Attention to Diversity and Differences Chapter 18- Gender and Education (education studies)
3. (strongly suggested but not required) bell hooks- Readings for Diversity and Social Justice 3rd Ed. Chapter 63- Feminism a Movement to End Sexist Oppression (gender studies)

ii. Judith Lorber- Readings for Diversity and Social Justice 3rd Ed. Chapter 60- Night to His Day: The Social Construction of Gender (education studies)

1. (strongly suggested but not required) Allan G. Johnson- Readings for Diversity and Social Justice 3rd Ed. Chapter 62- Patriarchy, the System: An It, not a He, a Them, or an Us (sociology)
2. (strongly suggested but not required) Jackson Katz- Readings for Diversity and Social Justice 3rd Ed. Chapter 64- Violence against Women is a Men's Issue (gender studies)
3. (strongly suggested but not required) Steven Seidman- Contested Knowledge: Social Theory Today 3rd Edition Chapter 14- Feminist Theory (philosophy)

iii. Julia Serano- Readings for Diversity and Social Justice 3rd Ed. Chapter 89- Trans Woman Manifesto (gender studies)

1. (strongly suggested but not required) Joanne Meyerowitz- Readings for Diversity and Social Justice 3rd Ed. Chapter 86- Introduction to How Sex Changed: A History of Transsexuality in the United States (gender studies)
2. (strongly suggested but not required) Susan Stryker- Readings for Diversity and Social Justice 3rd Ed. Chapter 87- Transgender Liberation (gender studies)
3. (strongly suggested but not required) Michael Paramo- Transphobia is a White Supremacist Legacy of Colonialism (op-ed)

c. Videos (link)

8. Thursday, January 18th, Class 8- What are useful ways to teach and learn about sexuality, heterosexism, and monosexism?

a. Assignments (link)

- i. Class 5 and 6 reflection response due on Thursday, January 18th at 12noon
- ii. Self grading reflection essay due on Monday, January 22nd at 12noon
- iii. Final Project due on Wednesday, January 24th at 12noon

b. Texts (link)

i. **D. Chase, J. Catalano, and Pat Griffin- Teachings for Diversity and Social Justice 3rd Ed. Chapter 6- Sexism, Heterosexim, and Trans* Oppression: An Integrated Perspective (education studies)**

1. (strongly suggested but not required) Steven Seidman- Contested Knowledge: Social Theory Today 3rd Edition Chapter 16- Lesbian, Gay, and Queer Theory (philosophy)
2. (strongly suggested but not required) Eve Kosofsky Sedgwick- Touching Feeling: Affect Pedagogy, Performativity Chapter 1- Shame, Theatricality, and Queer Performativity: Henry James's The Art of the Novel (gender and sexuality studies)
3. (strongly suggested but not required) Deepali Gokhale- Readings for Diversity and Social Justice 3rd Ed. Chapter 78- The interSEXion: A vision for a queer progressive agenda (gender and sexuality studies)

ii. **Tangela S. Roberts, Sharon G. Horne, and William T. Hoyt- Between a gay and a straight place: Bisexual individuals' experiences with monosexism**

1. (strongly suggested but not required) Warren J. Blumenfeld- Readings for Diversity and Social Justice 3rd Ed. Chapter 77- How Homophobia Hurts Everyone (education studies)
2. (strongly suggested but not required) Veronica Terriquez- Race, Class, and Gender: Intersections and Inequalities 10th Edition Chapter 50- Intersectional Mobilization, Social movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement (education studies)
3. (strongly suggested but not required) Catherine A. Lugg- Sissies, faggots, lezzies, and dykes: Gender, sexual orientation, and a new politics of education? (gender and sexuality studies)

iii. Stacey S. Horn, Laura A. Szalacha, and Karen Drill- Schooling, sexuality, and rights: An investigation of heterosexual students' social cognition regarding sexual orientation and the rights of gay and lesbian peers in school (sociology)

1. (strongly suggested but not required) Human Rights Watch- Hatred in the hallways: Violence and discrimination against lesbian, gay, bisexual, and transgender students in the U.S. schools (education studies)
2. (strongly suggested but not required) John P. Elia and Jessica Tokunaga- Sexuality education: Implications for health, equity, and social justice in the United States (education studies)
3. (strongly suggested but not required) Lorena Garcia and Jessica Fields- Renewed commitments in a time of vigilance: Sexuality education in the United States (education studies)

c. Videos (link)

9. Friday, January 19th, Class 9- What are useful ways to teach and learn about ableism and sizeism?

a. Assignments (link)

- i. Self grading reflection essay due on Monday, January 22nd at 12noon
- ii. Final Project due on Wednesday, January 24th at 12noon

b. Texts (link)

i. Benjamin J. Ostigy, Madeline L. Peters, and Davey Shlasko- Teachings for Diversity and Social Justice 3rd Edition Chapter 9- Ableism (social justice education)

1. (strongly suggested but not required) Esther D. Rothblum- The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education Chapter 7- Weapons of Mass Distraction in Teaching Fat Studies: But Aren't They Unhealthy? And Why Can't They Just Lose Weight? (fat studies)
2. (strongly suggested but not required) Alexis Shotwell- Against Purity: Living Ethically in Compromised Times Chapter 5- Practicing Freedom: Disability and Gender Transformation (anthropology)

3. (strongly suggested but not required) Eli Clare- Readings for Diversity and Social Justice 3rd Edition Chapter 103- Gawking, Gaping , and Staring (disability studies)

ii. Susan Wendell– Readings for Diversity and Social Justice 3rd Edition Chapter 98- The Social Construction of Disability (disability studies)

1. (strongly suggested but not required) Robert McRuer- Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle- Crip (sociology)
2. (strongly suggested but not required) Laura Moya and Jose Angel Bergua- Crip posthumanism and Native American Indian postanthropocentrism: Keys to a bodily perspective in science (sociology)
3. (strongly suggested but not required) Julie Cosenza- SLOW: Crip Theory, Dyslexia, and the Borderlands of Disability and Ablebodiedness (performance studies)

iii. Erin Cameron and Constance Russell- The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education Chapter 0- Introduction (fat studies)

1. (strongly suggested but not required) Tracy Royce- The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education Chapter 2- Fat Invisibility, Fat Hate: Towards a Progressive Pedagogy of Size (fat studies)
2. (strongly suggested but not required) Victoria Kannen- The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education Chapter 3- How Can You Be Teaching This? Tears, Fears, and Fat (fat studies)
3. (strongly suggested but not required) Cat Pause- The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education Chapter 5- Promise to Try: Combating Fat Oppression through Pedagogy in Tertiary Education (fat studies)

c. Videos (link)

10. Monday, January 22nd, Class 10- What are useful ways to teach and learn about liberation, reconciliation, and repair?

a. Assignments (link)

- i. Self grading reflection essay due on Monday, January 22nd at 12noon
 - ii. Final Project due on Wednesday, January 24th at 12noon
- b. Texts (link)
- i. **Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, and Reality Chapter 6- now let us shift... conocimiento... inner work, public acts (cultural studies)**
 - 1. (strongly suggested but not required) Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, and Reality Chapter 1- let us be the healing of the wound (cultural studies)
 - 2. (strongly suggested but not required) Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, and Reality Chapter 2- flights of the imagination (cultural studies)
 - 3. (strongly suggested but not required) Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, and Reality Chapter 4- geographies of selves (cultural studies)
 - ii. **Mary Watkins and Helene Shulman- Towards Psychologies of Liberation Chapter 15- Dreams of Reconciliation and Repair (liberation psychology)**
 - 1. (strongly suggested but not required) Mary Watkins and Helene Shulman- Towards Psychologies of Liberation Chapter 3- Beyond Development to Liberation (liberation psychology)
 - 2. (strongly suggested but not required) Vanessa de Oliveira Andreotti- Multi-layered Selves: Colonialism, Decolonization and Counter-Intuitive Learning Spaces (education studies)
 - 3. (strongly suggested but not required) Riyad A. Shahjahan- From “no” to “yes”: Postcolonial perspectives on resistance to neoliberal higher education (education studies)
 - iii. **Bobbi Haro- Readings for Diversity and Social Justice 3rd Ed. Chapter 131- The Cycle of Liberation (education studies)**
 - 1. (strongly suggested but not required) Marilyn P. Armour and Mark S. Umbreit- The Paradox of Forgiveness in Restorative Justice (peace studies)

2. (strongly suggested but not required) Gloria E. Anzaldua- Readings for Diversity and Social Justice 3rd Ed. Chapter 133- Allies (social justice education)
3. (strongly suggested but not required) Ximena Zuniga- Readings for Diversity and Social Justice 3rd Ed. Chapter 135- Bridging Differences through Dialogue (social justice education)

c. Videos (link)

Students with Disabilities It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible [during the 2nd week of the semester], so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at <http://www.wesleyan.edu/studentaffairs/disabilities/index.html>

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible. If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.

Subject to change