

## UNIVERSITY OF NEVADA, LAS VEGAS

## CIG 774: Social Justice Education

**LIMITED E-MEDIA DEVICE USE DURING CLASS**

(See "Vox-E-Media" Article Posted in WebCampus)

**Meeting Days and Time:**

Tuesday 4-6:45 p.m.

**Classroom:** CEB 210**Professor/Facilitator:** Dr. Christine Clark**Teaching Intern:** TBD**Office Location:** 346A CEB**Office Hours:** TBD, immediately before and after class in the classroom, and by Appointment**Phones:** 702.895.3888 office/702.985.6979 cell**E-Mail:** [chris.clark.unlv@me.com](mailto:chris.clark.unlv@me.com)**Also See WebCampus Interface**[https://webcampus.unlv.edu/webapps/portal/execute/tabs/tabAction?tab\\_tab\\_group\\_id=81\\_1](https://webcampus.unlv.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=81_1)**Course Description: Background, Goals, Vision, Objectives, and Learning Outcomes**

In developing citizens committed to social justice educators must recognize how schools function within an untenable contradiction to respond to the needs of hierarchies associated with the capitalist labor force/marketplace, and create equality of access to rights and opportunities for the nation's residents promised by an ostensibly democratic republic. *Upon completion of this course, students will understand how to reconcile this contradiction in their own social justice education praxis.*

This course is designed for graduate students interested in learning more about what social justice education is and what it looks like in practice. Accordingly, a main focus of this course is on learning how to enact social justice education pedagogy and the implications of doing so for teacher education and the PK-12 schooling experiences of our nation's children.

"Teachers have a significant role to play in developing citizens committed to social justice. They can best fulfill this role by guiding students to examine injustice, seek out multiple perspectives on social problems, and develop concrete strategies for improving their communities and nation. This work is best supported by the development of a socially just and empowering classroom community. Thus, critical educators need to teach not only about but also for social justice, in their personal relationships with students as well as in society as a whole."

—Rahima Wade

"Critical educators must recognize how schools function within an untenable contradiction. On one hand, schools are expected to respond to the needs of hierarchies associated with the capitalist labor force and the marketplace. And, on the other hand, schools are supposed to create equality of access to rights and opportunities for the nation's citizens' as promised within an ostensibly democratic republic. Critical educators who are concerned with social justice, then, work toward establishing a culture that cultivates human connection, intimacy, trust and honesty, within the complex sociopolitical context in which educational institutions are located."

—Antonia Darder

**A Word About Perspective**

This course, like all courses, has a point of entry into debate, something it wants to show you, a position, a perspective; it, like all courses, is not neutral or objective. Given this, it is important that you understand that you need not embrace the course perspective in order to be successful in it. You are strongly encouraged to be a critical thinker about everything in this course, including its perspective. You will be assessed based on the quality of your scholarship in this course. If you articulate perspectives contrary to the course's and support those perspectives with scholarship in accordance to the course learning expectations you will be academically successful in the course. If you articulate perspectives in concert with the course's but do not support your perspectives with scholarship in accordance with course learning expectations, you will not be academically successful in the course. You will be challenged to produce good scholarship. Your perspectives will be interrogated and supported as is appropriate to the course perspective, but assessment is predicated upon good scholarship regardless of your individual and/or the course's perspectives.

**Required Texts**

(Available from the University Bookstore or through Online sellers)

**(copies of texts are on reserve at Lied library for in-library use)**Adams, M., & Bell, L.A. (Eds.) (2016). *Teaching for diversity and social justice (third edition)*. New York, NY: Routledge.Andrzejewski, J., Baltodano, M., & Symcox, L. (2009). *Social justice, peace, and environmental education: Transformative standards*. New York, NY: Routledge.

Ayers, W., Quinn, T., Stovall, D. (Eds.) (2008). *Handbook of social justice in education*. New York, NY: Routledge.

Baltodano, M. (2015). *Appropriating the discourse of social justice in teacher education*. Lanham, MD: Rowman & Littlefield.

### Recommended Texts

(Available from the University Bookstore or through Online sellers)  
 (copies of texts are on reserve at Lied library for in-library use)

Adams, M., Blumenfeld, W., Casteñeda, C. R., Hackman, H., Peters, M., & Zúñiga, X. (Eds.) (2013). *Readings for diversity and social justice (third edition)*. New York, NY: Routledge.

### Additional Formal Readings

(Posted on WebCampus)

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-99. [see also, **Crenshaw Handout**]

Lawrence, III, C. R. (2005). Forbidden conversations: On race, privacy, and community (A continuing conversation with John Ely on racism and democracy), *The Yale Law Journal*, 114(6), 1353-403.

McPhail, M. L. (2003). Race and the (im)possibility of dialogue. In R. Anderson, L. Baxter, and K. Cisna, *Dialogue: Theorizing difference in communication studies* (pp. 209-24). Thousand Oaks, CA: Sage Publications.

Schoem, D., Hurtado, S., Sevig, T., Chesler, M., & Sumida, S. (Eds.). (2001). Intergroup dialogue: Democracy at work in theory and practice. In D. Schoem and S. Hurtado (Eds.), *Intergroup dialogue: Deliberative democracy in school, college, community, and workplace* (pp. 1-21). Ann Arbor, MI: University of Michigan Press.

Also see additional materials posted on WebCampus.

### Learning Expectations/Methods of Evaluation

#### 1. Class Attendance, Participation, Disposition Development—10% Individual, Pair/Trio, and Whole Group Assignment

##### Class Attendance Policy

The nature of learning in this course is cumulative (for example, understanding concepts discussed in the third class is to some degree contingent upon having attended the first and second classes). Therefore, it is crucial that you attend every class.

If a class is missed due to illness or an emergency, you are personally responsible for acquiring all the information missed from *other students*. In so doing, it is strongly recommended that you consult more than one classmate as individual interpretations of the information may vary.

You will sign a class attendance sheet at the beginning of each class. If you arrive to class late, you will sign a late class attendance sheet at the conclusion of each class. Class attendance points will be pro-rated when you arrive late.

##### Participation in Class

You are expected to fully participate in all class activities—as introduced / facilitated by me (Christine) as well as by you/your class peers—and especially including engagement of the course texts, as well as all course resources posted in WebCampus.

##### Social Justice-Oriented Dialogic Facilitation/Dialogic Pedagogy Disposition (assessed through participation over time)

This course seeks to encourage you to develop a dialogic facilitation/dialogic pedagogy disposition consistent with social justice education—the inclination to participate in social justice education-oriented conversation structured to bring about: 1) “listening to understand,” rather than “listening to gain advantage” (as in debate) or serial monologue (as in discussion where students typically speak about a topic in front of one another, but often not to one another (as in an exchange of ideas)); and, 2) social justice action (engagement with real world power dynamics (oppression) to reduce suffering and foster self-determination for/with all, especially those for whom “the system” has not / is not working).

#### 2. Reading-Related Co-Facilitation—40% (20% each) in Pairs/Trios (depending on course enrollments)

Completion of Assigned Reading will be assessed through class participation, **as well as** the Reading Assignment delineated below. You should be prepared, and are expected, to participate in class discussion of all assigned readings.

In pairs or trios, students will take responsibility for facilitating a **60-minute** class dialogue on one part of EACH of the two social justice content-based course texts (Ayers, Quinn, & Stovall AND the Adams, Bell, and Griffin). Facilitations should use the text reading in an explicit, substantive, and intentional way to “get into” social justice education-oriented dialogue. Facilitations should take advantage of the idea of “problem-posing” as conceptualized by Brazilian educator Paulo Freire, and as discussed/described in the two (Lawrence, and Schoem, Hurtado, Sevig,

Chesler, & Sumida) forbidden conversation/intergroup dialogue articles—leaving the class with unresolved dichotomies, unresolved questions, lingering problematics, and enrapt in continuing critical thought, but still ready and inclined to readily engage in action to bring about social justice in educational contexts. **BE CREATIVE! GET INTO THE FORBIDDEN! BE DIALOGIC!** The facilitation must include **equitable** participation of both pair (all trio) members. *There is no formal written component for this assignment, but students should develop and use some kind of an outline/organizational framework for their facilitations. Students will be graded on their facilitation to the extent that they:*

- a. engage each member of the class in the dialogue;
- b. encourage a wide range of perspectives about the readings to emerge;
- c. use “problem-posing;”
- d. challenge the class with complex dichotomies, questions, problematics, and continuing critical reflection;
- e. elicit the course-relevant concerns expressed in the assignment chapters’ major themes;
- f. walk-the-talk of social justice-oriented dialogic pedagogy and actual dialogue; and,
- g. ARE CREATIVE!

### **3. Social Justice Education-Oriented Dialogue Facilitation/Dialogic Pedagogy Resources Quest and Sharing—15% Individual Assignment**

Students will seek out and share (30 minutes) resources related to social justice education-oriented dialogue facilitation/dialogic pedagogy predisposed to the bringing about social justice education-oriented action. Resources should be shared in a manner that will encourage the class to consider their application in/ to action.

### **4. Social Justice Education-Oriented Analysis and Critique of, and Radical Action Plan for, Teacher Education—35% Individual Assignment**

Individually you will undertake a social-justice-oriented analysis and critique of teacher education (what’s wrong with it) using the Baltodano text as a beginning guide for your critique (and any additional relevant reading you did (i.e., in the recommended texts, in your resource quests, for your facilitation, etc.)), and then articulate a radical plan of social justice action for teacher education (how could you make it better) using the Ayers, Quinn, & Stovall text AND the Adams, Bell, and Griffin text in a **comparative and integrated** manner. If you are not invested in teacher education, pick another main area of education to focus your analysis, critique, and plan on (e.g., higher education, peace education, etc.) and, in lieu of the Baltodano text, use the Andrzejewski, Baltodano, & Symcox text as your beginning critique guide (and, again, any additional relevant reading you did (i.e., in the recommended texts, in your resource quests, for your facilitation, etc.)).

Your analysis, critique, and plan should be recounted in a **12-15 page paper** to be handed in to me (Christine) the same day we discuss them in class (the last day of class). The paper should be type written using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. While we will discuss completed papers informally in class the day they are due, **you do not need to prepare a formal presentation.**

#### **APA Format**

Uniform Double Spacing  
 Title Page/Running Head  
 Margins/Headers/Page Numbers  
 Abstract  
 Citations (in text) References (end of text)  
 Uniform Font Size, Style  
 First, Second, Third Level Headings, etc.

#### **Organization**

Spelling  
 Grammar  
 Syntax  
 Punctuation  
 Sentence Structure  
 Paragraphs/Transitions  
 Development of Ideas  
 Flow of Ideas

#### **Introduction**

Overview of Assignment  
 Your Approach to It

#### **Analysis, Critique, and Plan of Action**

Appropriate attention to the Ayers, Quinn, & Stovall text, the Adams & Bell text, and either the Baltodano text or the Andrzejewski, Baltadano, & Symcox text, and any additional relevant reading you did  
 Explication of how your analysis, critique, and plan of action are social-justice-oriented  
 Clear articulation of what you think is wrong with teacher education (or other area of education) and of how you can make it better

#### **Conclusion**

Summary of Learning  
 Critical Insights Gained  
 Further Implications



### Criterion for Evaluation and Grading

You will be evaluated on class attendance and participation, especially the *quality* of your contributions—your creativity, the degree to which your understanding of the class material is reflected, the degree to which your ideas are developed, and, your timeliness.

### Grading Rubric

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

#### *Incomplete Grade*

To be negotiated with the faculty member in accordance with university policies in the event of adverse event that impedes the student's ability to complete a course according to the semester schedule.

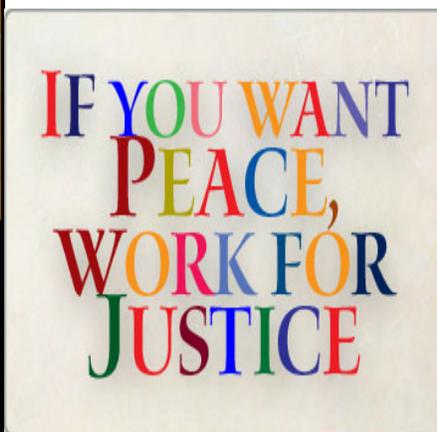
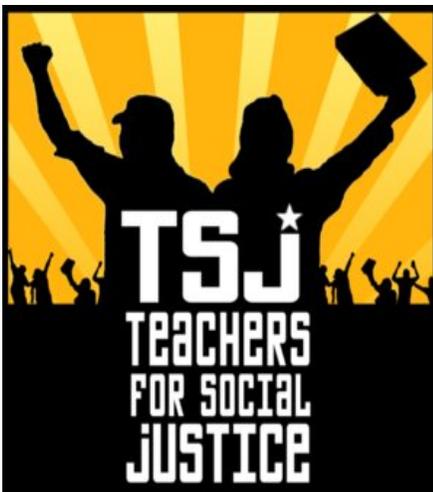
### Teaching Expectations

1. Overall Class Facilitation
2. Office Hour/ Phone Availability
3. Student Support and Affirmation
4. Periodic Reminders of Deadlines
5. Other

### Methodology

1. Intergroup Dialogue Participation and Facilitation and Collaborative Feedback
2. Individual Resources Review and Resources Quest and Sharing
3. Educational Technology
4. Individual Reading Assignments
5. Individual Writing Assignments

Please be advised that you must complete every assignment to pass the course; that is, you can not simply chose to not do something and take the corresponding point reduction.



If you have come to help  
me, please go home.  
But if you have come  
because your liberation  
is somehow bound with  
mine, then we may work  
together.

-Aboriginal activists group, Queensland, 1970s

### Language Statement

In the discussion of politically complex and charged issues, it is often necessary to explore terminology and concepts that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of the manifestations of prejudice and discrimination associated with multicultural education and multicultural organizational development so that, subsequently, we can learn how to deconstruct and assuage them. If you become particularly distressed about any discussion please engage me (Christine) immediately.

### Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at <http://studentconduct.unlv.edu/misconduct/policy.html>. The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two or more courses without authorization, buying papers, submitting fraudulent documents, forging signatures, etc. The code strives to promote a 'community of trust' on our campus. Please be advised that Turnitin.com is an online resource through which any paper/project content can be searched against the entire body of content on the Internet for duplication. Papers purchased through paper writing mills will have duplicate content. Content copied and pasted from websites and/or any other electronic resource will show up as duplicated content. Thus it is *always* best to do original work.

### Copyright

UNLV requires all members of the university community to familiarize themselves with, and to follow, copyright laws and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. UNLV will neither protect nor defend you, nor assume any responsibility for, employee or student violations of fair use laws. Violation of copyright laws and/or fair use requirements could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action by UNLV. Additional information about these laws and requirements is available at: <http://www.unlv.edu/provost/copyright>.

### Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, college of education, and *my* (Christine's) personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran's status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

### Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including employment on the basis of sex or gender. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.unlv.edu/diversityinitiatives/titleix>

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

### Disability Resource Center (DRC)

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. Students who have a disability that may require accommodations should contact the Disability Resource Center (DRC) for a services assessment.

The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an "official" accommodation is warranted. Any information you provide DRC staff in the process of exploring accommodation possibilities will be held in strictest confidence. To maintain confidentiality, do not approach your professor before, during, or after class (if others are present) to discuss accommodation questions.

The DRC is located in the Student Services Complex (SSC-A), Room 143. DRC contact numbers are: Voice (702) 895-0866, TDD (702) 895-0652, and Fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>

### Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV students (assistance available to graduate students may be limited). The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Academic success coaching is located on the second floor of the SSC ("ASC Coaching Spot"). To learn more about the tutoring services and other academic resources the ASC offers, please call (702) 895-3177 or visit: <http://www.unlv.edu/asc>

### UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling (702) 895-3908. The student's UNLV ID Card, a copy of the target assignment (where relevant), and/or two copies of any writing to be reviewed are requested for the consultation. For more information, please visit: <http://writingcenter.unlv.edu/>

### Library Resources

Librarians are available to support students with research—discovery of, access to, assessment of, and use of information (i.e., critical information literacy) vital in academic work and post-college life. You can find a subject librarian for this course's content foci here: [https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). You may access library resources and additional information here: <https://www.library.unlv.edu/>

### Religious Observance

Any student who may need to miss class quizzes, examinations, or other class or lab work due to religious observances shall be given an opportunity during the semester in which the observance occurs to complete (make-up) missed work. The work eligible for completion is only that missed due to religious observances absence(s). To take advantage of this policy, students must notify instructors—within the first 14 days of regular courses, and within the first 7 days of summer courses—of her/his intention to participate in religious observances that do not fall on state holidays or periods of class recess. In the event that administering a quiz or examination at an alternate time would impose an undue hardship on the instructor or the university, this policy will not apply, but instructors are encouraged to work with students to pursue other options. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>

### Guests

Please feel free to bring friends and/or family to class. Guests are always welcome as long as they demonstrate appropriate respect for the learning that is taking place. If you need to bring young children due to childcare issues, please bring something for them to do/play with to keep them more or less occupied so that you can pay attention to the class.

### Statement on Learning

You will not be spoon-fed learning expectations nor given a recipe to follow to complete them. The syllabus explanation or guidelines for each learning expectation is to serve as an outline. You are responsible for discovering, through reading, dialogue, and research, the information that will flesh out the outline.

### Statement on Health

You are of no use to yourself or others if you are not healthy. Please take the time to eat right, exercise, and get enough rest. You, your family, your schoolwork, everything will be better for it.

### E-Mail

Faculty and staff should use students' UNLV e-mail accounts. The account with the [@unlv.nevada.edu](mailto:@unlv.nevada.edu) suffix is UNLV's only "official" e-mail system for students. It is a primary way students receive "official" university communication (e.g., information about deadlines, major campus events, announcements, etc.). All UNLV students receive such an account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. Students wishing to receive course communications via a different e-mail address should add that address to the course contact list passed out in class the first two weeks of the semester.



**COURSE OUTLINE—WEEK/ASSIGNMENT SEQUENCES NEED TO BE REWORKED WHEN TAUGHT AGAIN****WEEK 1—Welcome, Class Orientation, Dialogic Disposition Building**  
January 17

Welcome/Go Round

Review of Syllabus and WebCampus Resources

BREAK—You can leave gracefully at this point if you have decided not to take the course ☺

Brief Discussion of the Idea of Problem-Posing as Conceptualized by Brazilian Educator Paulo Freire

- Brief History on Paulo Freire, Literacy Brigades
- Banking *versus* Problem-Posing Education
- Master of Knowledge (expert) *versus* Facilitator of Learning
- Students as empty receptacles into which teachers as experts make deposits of knowledge to fill them up *versus*
- Students as ALWAYS having pre-existing knowledge about every subject on which teachers as facilitators build by asking problem-posing questions to enable students to discover new knowledge
- Students as Subjects *versus* Students as Agents in their own education
- Problem-Posing Questioning:
- What do you see?
- Is there a problem, issue, concern?
- Is it your problem, issue, concern?
- What can you do about the problem, issue, concern?

Overview of Dialogic Communication and Intergroup Dialogue

- Dialogue as Listening for Understanding
- Discussion as Serial Monologuing
- Debate as Listening to Gain Advantage
- Intent versus Impact
- Explaining versus Owning or Taking Responsibility
- “Suspending Judgment”
- “Holding” (an important theme that emerges over an appropriate period of time)
- Creating “Third Space” (a place where we bring “First Space” or personal knowledge, ideas, and opinions and talk about them using “Second Space” or group knowledge, norms, and etiquette)
- Developing an Awareness of Personal Triggers/Flashpoints
- How Will We Demonstrate Respect for Everyone’s Perspective?
- How Will We Ensure that Everyone is Included? (that no one person or group dominates)

Group Norms, Agreements, Contracts, Ground Rules

Discussion of/Decision on Reading/Media Co-Facilitation Pairings and Co-Facilitation **Dates**Discussion of/Decision on Resource Quest and Resource Quest Sharing **Dates****Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings

Reading/Media Facilitation Pair/Trio 1

Resource Quests Planning

Resource Quest Sharing 1

Article 1: Schoem, et. alArticle 2: LawrenceArticle 3: McPhail**WEEK 2—Walking Our Talk**

January 24

Review Commitments

Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments

Reading/Media Facilitation Pair/Trio 1 and Further Dialogic Discussion

Resource Quest Sharing 1

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings

Reading/Media Facilitation Pair/Trio 2  
 Resource Quests Planning  
 Resource Quest Sharing 2  
Ayers, Quinn, & Stovall text (SJE): Part I Intro, Chapters 1-4  
Adams & Bell text (TFSJ): Chapters 1-4, 11-12  
*Review all documents posted in WebCampus.*

**WEEK 3**—*Historical, Theoretical, Conceptual Origins of Democracy*

**January 31**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
 Reading/Media Facilitation Pair/Trio 2 and Further Dialogic Discussion  
 Resource Quest Sharing 2

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
 Reading/Media Facilitation Pair/Trio 3  
 Resource Quests Planning  
 Resource Quest Sharing 3  
Ayers, Quinn, & Stovall text (SJE): Part I, Chapters 5-7, Response  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Foreword, Chapter 1  
Article: Crenshaw

**WEEK 4**—*Public Life, Law, Civil Rights*

**February 7**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
 Reading/Media Facilitation Pair/Trio 3 and Further Dialogic Discussion  
 Resource Quest Sharing 3

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
 Reading/Media Facilitation Pair/Trio 4  
 Resource Quests Planning  
 Resource Quest Sharing 4  
Ayers, Quinn, & Stovall text (SJE): Part II Intro, Chapters 8-12, Response  
Adams & Bell text (TFSJ): Chapter 8  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Chapter 12

**WEEK 5**—*International Perspectives on Class, Gender, Race, Geography, Religion, and Neoliberalism*

**February 14**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
 Reading/Media Facilitation Pair/Trio 4 and Further Dialogic Discussion  
 Resource Quest Sharing 4

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
 Reading/Media Facilitation Pair/Trio 5  
 Resource Quests Planning  
 Resource Quest Sharing 5  
Ayers, Quinn, & Stovall text (SJE): Part III Intro, Chapters 13-17, Response  
Adams & Bell text (TFSJ): Chapters 5 & 7  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Chapters 2-3

**WEEK 6**—*Race, Ethnicity, Language*

**February 21**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments

Reading/Media Facilitation Pair/Trio 5 and Further Dialogic Discussion  
Resource Quest Sharing 5

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
Reading/Media Facilitation Pair/Trio 6  
Resource Quests Planning  
Resource Quest Sharing 6  
Ayers, Quinn, & Stovall text (SJE): Part IV Intro, Chapters 18-23, Response  
Adams & Bell text (TFSJ): Chapter 6  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Chapters 13, 15

**WEEK 7—Gender & Sexuality**  
**February 28**

Review Commitments  
Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
Reading/Media Facilitation Pair/Trio 6 and Further Dialogic Discussion  
Resource Quest Sharing 6

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
Reading/Media Facilitation Pair/Trio 7  
Resource Quests Planning  
Resource Quest Sharing 7  
Ayers, Quinn, & Stovall text (SJE): Part V Intro, Chapters 24-27, Response  
Adams & Bell text (TFSJ): Chapter 9  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Chapter 14

**WEEK 8—Bodies and Dis/Abilities**  
**March 7**

Review Commitments  
Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
Reading/Media Facilitation Pair/Trio 7 and Further Dialogic Discussion  
Resource Quest Sharing 7

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
Reading/Media Facilitation Pair/Trio 8  
Resource Quests Planning  
Resource Quest Sharing 8  
Ayers, Quinn, & Stovall text (SJE): Part VI Intro, Chapters 28-33, Response  
Adams & Bell text (TFSJ): Chapter 10  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Chapters 10-11

**WEEK 9—NO CLASS MARCH 14**

**WEEK 10—Youth**  
**March 21**

Review Commitments  
Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
Reading/Media Facilitation Pair/Trio 8 and Further Dialogic Discussion  
Resource Quest Sharing 8

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
Reading/Media Facilitation Pair/Trio 9  
Resource Quests Planning  
Resource Quest Sharing 9  
Ayers, Quinn, & Stovall text (SJE): Part VII Intro, Chapters 34-38, Response  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Chapters 4-9

**WEEK 11**—*Global Movements, Neoliberalism, Government, Local Democracy, and Critical Pedagogy*  
**March 28**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
 Reading/Media Facilitation Pair/Trio 9 and Further Dialogic Discussion  
 Resource Quest Sharing 9

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
 Reading/Media Facilitation Pair/Trio 10  
 Resource Quests Planning  
 Resource Quest Sharing 10  
Ayers, Quinn, & Stovall text (SJE): Part VIII Intro, Chapters 39-42, Response  
Baltodano text (SJTE): Chapters 1-4

**WEEK 12**—*Teacher Education and School Change*  
**April 4**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
 Reading/Media Facilitation Pair/Trio 10 and Further Dialogic Discussion  
 Resource Quest Sharing 10

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
 Reading/Media Facilitation Pair/Trio 11  
 Resource Quests Planning  
 Resource Quest Sharing 11  
Ayers, Quinn, & Stovall text (SJE): Part IX Intro, Chapters 43-47  
Baltodano text (SJTE): Chapters 5-6

**WEEK 13—NO CLASS APRIL 11—SPRING BREAK WEEK**

**WEEK 14**—*Classroom Pedagogy*  
**April 18**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
 Reading/Media Facilitation Pair/Trio 11 and Further Dialogic Discussion  
 Resource Quest Sharing 11

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
 Reading/Media Facilitation Pair/Trio 12  
 Resource Quests Planning  
 Resource Quest Sharing 12  
Ayers, Quinn, & Stovall text (SJE): Part IX Chapters 48-52, Response, Conclusion  
Andrzejewski, Baltadano, & Symcox text (PeaceSJ):  
Baltodano text (SJTE): Chapters 7-8

**WEEK 15**—*Classroom Pedagogy*  
**April 25**

Review Commitments  
 Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
 Reading/Media Facilitation Pair/Trio 12 and Further Dialogic Discussion  
 Resource Quest Sharing 12

**Assignments due for next class:**

Reading/Media Facilitation Pair/Trio Planning Meetings  
 Reading/Media Facilitation Pair/Trio 13  
 Resource Quests Planning  
 Resource Quest Sharing 13

Andrzejewski, Baltadano, & Symcox text (PeaceSJ): Chapters 16-18

**WEEK 16**—Peace  
May 2

Review Commitments  
Dialogic Discussion of Social Justice Education (SJE) Contextualized with Weekly Assignments  
Reading/Media Facilitation Pair/Trio 13 and Further Dialogic Discussion  
Resource Quest Sharing 13

Assignments:

***Social Justice Education-Oriented Analysis and Critique of, and Radical Action Plan for, Teacher Education***

Prepare for the Multicultural Fare Party: Bring a dish of your choice, one from your cultural background (or from another cultural background) that you particularly enjoy. BRING COPIES OF THE RECIPE OF YOUR DISH if it is not a guarded family secret. Feel free to bring friends and family members.

**WEEK 17**—EXAM PERIOD—Papers Due  
May 9

Food  
Informal Presentation of *Social Justice Education-Oriented Analysis and Critique of, and Radical Action Plan for, Teacher Education*  
More Food  
Informal Presentation of *Social Justice Education-Oriented Analysis and Critique of, and Radical Action Plan for, Teacher Education*  
More Food

***Social Justice Education-Oriented Analysis and Critique of, and Radical Action Plan for, Teacher Education Papers***

**MAJOR DATES OVERVIEW**

No Class	March 14
No Class	Spring Break April 11
Intergroup Dialogue Actualization Plans	Exam Week May 9

**ASSIGNMENT SIGN UPS**

***January 24***

F: Pedagogy Articles (ABG substitute):  
RS:

***January 31***

F: **ABG** Readings (pedagogy):  
F: **AQS** Readings (content):  
RS:

***February 7***

F: **AQS** Readings (content)  
RS:

***February 14***

F: **ABG** Readings (pedagogy):  
F: **AQS** Readings (content)  
RS:

***February 21***

F: **ABG** Readings (pedagogy)  
F: **AQS** Readings (content)  
RS:

***February 28***

F: **ABG** Readings (pedagogy):  
F: **AQS** Readings (content):  
RS:

***March 7***

F: **ABG** Readings (pedagogy)  
F: **AQS** Readings (content)  
RS:

***March 21***

F: **AQS** Readings (content):  
RS:

***March 28***

F: **ABG** Readings (pedagogy)  
F: **AQS** Readings (content)  
RS:

***April 4***

F: **ABG** Readings (pedagogy)  
F: **AQS** Readings (content):  
RS:

***April 18***

F: **ABG** Readings (pedagogy)  
F: **AQS** Readings (content)  
RS:

***April 25***

F: **AQS** Readings (content)  
RS:

**FACILITATE/TEACH FOR SOCIAL JUSTICE WITH HEART AND MIND!**

**DATE:** \_\_\_\_\_

**ATTENDANCE SHEET  
CIG 774**

	Name Printed	Signature	Contribution to Discussion
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NAME ADDRESS PHONE **NON-UNLV** E-MAIL LIST  
CIG 774

	Name	Phones	E-Mails
1.	Christine Clark	702-896-3888W / 702-985-6979C	<a href="mailto:chris.clark.unlv@me.com">chris.clark.unlv@me.com</a>
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### **Feedback Form**

#### **Reading-Related Co-Facilitation—40% (20% each) in Pairs/Trios** (depending on course enrollments)

*Completion of Assigned Reading will be assessed through class participation, **as well as** the Reading Assignment delineated below. You should be prepared, and are expected, to participate in class discussion of all assigned readings.*

In pairs or trios, students will take responsibility for facilitating a **60-minute** class dialogue on one part of EACH of the two social justice content-based course texts (Ayers, Quinn, & Stovall AND the Adams, Bell, and Griffin). Facilitations should use the text reading in an explicit, substantive, and intentional way to “get into” social justice education-oriented dialogue. Facilitations should take advantage of the idea of “problem-posing” as conceptualized by Brazilian educator Paulo Freire, and as discussed/described in the two (Lawrence, and Schoem, Hurtado, Sevig, Chesler, & Sumida) forbidden conversation/intergroup dialogue articles—leaving the class with unresolved dichotomies, unresolved questions, lingering problematics, and enrapt in continuing critical thought, but still ready and inclined to readily engage in action to bring about social justice in educational contexts. **BE CREATIVE! GET INTO THE FORBIDDEN! BE DIALOGIC!** The facilitation must include **equitable** participation of both pair (all trio) members. *There is no formal written component for this assignment, but students should develop and use some kind of an outline/organizational framework for their facilitations. Students will be graded on their facilitation to the extent that they:*

- h. engage each member of the class in the dialogue;
- i. encourage a wide range of perspectives about the readings to emerge;
- j. use “problem-posing;”
- k. challenge the class with complex dichotomies, questions, problematics, and continuing critical reflection;
- l. elicit the course-relevant concerns expressed in the assignment chapters’ major themes;
- m. walk-the-talk of social justice-oriented dialogic pedagogy and actual dialogue; and,
- n. ARE CREATIVE!

*Feedback Form*

*Social Justice Education-Oriented Dialogue Facilitation/Dialogic Pedagogy Resources Quest and Sharing—15% Individual Assignment*

Students will seek out and share resources related to social justice education-oriented dialogue facilitation/dialogic pedagogy predisposed to the bringing about social justice education-oriented action. Resources should be shared in a manner that will encourage the class to consider their application in/ to action.

### **Feedback Form**

## **Social Justice Education-Oriented Analysis and Critique of, and Radical Action Plan for, Teacher Education—35% Individual Assignment**

Individually you will undertake a social-justice-oriented analysis and critique of teacher education (what's wrong with it) using the Baltodano text as a beginning guide for your critique (and any additional relevant reading you did (i.e., in the recommended texts, in your resource quests, for your facilitation, etc.)), and then articulate a radical plan of social justice action for teacher education (how could you make it better) using the Ayers, Quinn, & Stovall text AND the Adams, Bell, and Griffin text in a *comparative and integrated* manner. If you are not invested in teacher education, pick another main area of education to focus your analysis, critique, and plan on (e.g., higher education, peace education, etc.) and, in lieu of the Baltodano text, use the Andrzejewski, Baltodano, & Symcox text as your beginning critique guide (and, again, any additional relevant reading you did (i.e., in the recommended texts, in your resource quests, for your facilitation, etc.)).

Your analysis, critique, and plan should be recounted in a **12-15 page paper** to be handed in to me (Christine) the same day we discuss them in class (the last day of class). The paper should be type written using *formal* APA (American Psychological Association) guidelines as is appropriate for its content. While we will discuss completed papers informally in class the day they are due, *you do not need to prepare a formal presentation*.

#### **APA Format**

- Uniform Double Spacing
- Title Page/Running Head
- Margins/Headers/Page Numbers
- Abstract
- Citations (in text) References (end of text)
- Uniform Font Size, Style
- First, Second, Third Level Headings, etc.

#### **Organization**

- Spelling
- Grammar
- Syntax
- Punctuation
- Sentence Structure
- Paragraphs/Transitions
- Development of Ideas
- Flow of Ideas

#### **Introduction**

- Overview of Assignment
- Your Approach to It

#### **Analysis, Critique, and Plan of Action**

- Appropriate attention to the Ayers, Quinn, & Stovall text, the Adams & Bell text, and either the Baltodano text or the Andrzejewski, Baltadano, & Symcox text and any additional relevant reading you did
- Explication of how your analysis, critique, and plan of action are social-justice-oriented
- Clear articulation of what you think is wrong with teacher education (or other area of education) and of how you can make it better

#### **Conclusion**

- Summary of Learning
- Critical Insights Gained
- Further Implications

**CIG 774 OVERALL EVALUATION LOG**

NAME:

**1. Class Attendance, Participation, and Disposition—10% Individual, Pair/Trio, Whole Group Assignment**

Class Attendance (15):

Class Participation and Dialogic Facilitation/Pedagogy Disposition (15):

**2. Reading-Related Co-Facilitation—40% in Pairs/Trios**

Partner(s): \_\_\_\_\_

1) Text Section: \_\_\_\_\_

Date: \_\_\_\_\_

**3. Social Justice Education-Oriented Dialogue Facilitation/Dialogic Pedagogy Resources Quest and Sharing—15% Individual**

Resources Shared: \_\_\_\_\_

Date: \_\_\_\_\_

**4. Social Justice-Oriented Analysis and Critique of, and Radical Action Plan for, Teacher Education—35% Individual**

Informal in-class discussion of papers

Extra Credit: \_\_\_\_\_

FINAL GRADE: