



<b>COURSE TITLE</b>	Foundations of Social Justice Education
<b>Instructor</b>	Connie Russell, PhD
<b>Office Hours</b>	Meetings by appointment (in person in BL 1026, by phone at 807.343.8049, or via Skype)
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### CALENDAR DESCRIPTION

The social, cultural and political contexts of learning, both in and out of schools, will be examined from a critical perspective. Issues to be explored and problematized include knowledge production and power relations, various "isms" in educational theory and practice, hegemony, praxis, experience, empowerment, resistance, and the relationship between education and advocacy.

### COURSE OBJECTIVES AND LEARNING OUTCOMES

In this course, it is intended that you will:

- Take control of your own learning and personalize a course of study that is authentic and aids your own professional and personal growth. What are you hoping to learn and do in this course, and beyond?
- Participate actively, listen fully, and be open to learning with and from peers so that we can create a learning environment in which we can all safely contribute insights from our professional and personal experiences.
- Challenge yourself as a learner and an educator, within the course itself and beyond.
- Develop an understanding of the breadth and depth of SJE.
- Critically examine underlying assumptions of SJE, including diverse and contested positions on schooling, learning, and the influence of race, class, gender, sexuality, ability, size, and species (and their intersections) on SJE theories, practices, and research.
- Identify those approaches to SJE that resonate most strongly with your own beliefs, values, and contexts, and why.
- Articulate a personal and/or professional vision for your own future that could contribute to a world where all humans, all life, and the land flourish.

### COURSE READINGS

In order to ensure a diversity of perspectives, we will use readings by many different authors as well as videos and other media (see the detailed schedule that begins on page 3). **These will be made available to you on D2L or, when a URL is listed, they can be accessed via that link.** Many students report that printing out and marking up readings aids their recall and reflection and ultimately deepens their understanding. However you go about it, I urge you to make a significant investment in the readings in order to make the most of the course. Incorporating insights from the readings into class activities and assignments will make both of these richer. Further, I also encourage you to "read the world" (as Paulo Freire suggested) by paying attention to what it is telling you about education and social justice. I also encourage you to think and feel through the ways in which these issues matter in your own life. These additional "readings" will help ground your inquiries and our class discussions.

### OVERVIEW OF ASSIGNMENTS

1. Online Contributions	30%	Weekly
2. Critical Autobiographical Reflection	15%	May 12
3. Teaching Resources on Spotlighted Issue	15%	Varies, from May 16 - June 7
4. Final Assignment	40%	June 13 (proposal due May 24 at latest)

\* Detailed description of assignments begins on page 6

## APPROACH TO ONLINE LEARNING

This is an asynchronous web-based course using Lakehead's D2L system. Like you, I will be juggling various responsibilities each day, but will try to respond to queries as soon as I am available, ideally within 24-48 hours. Please note that generally I will *not* be online in the evenings or on weekends. I am also more than happy to meet with you on the phone or by Skype; email me if you would like to set up an appointment.

As the instructor, I take inspiration from critical pedagogy and see my role as a facilitator rather than a "sage on the stage." While I have substantial expertise of my own to share given I have been working in the field for 25 years, I recognize that you too have much to offer given your own unique experiences and academic, professional, and personal backgrounds. As such, I do not intend to dominate discussions but will comment in response to online postings where appropriate, just as I do in face-to-face classroom discussions. Further, this is a graduate course and I expect you to be self-directed learners.

Weekly engagement is absolutely required. Participation is about your contributions to the social and intellectual dynamic of the group. To make the most of online discussions, it is key that you:

- listen attentively and fully;
- practice compassion and kindness and be honest and authentic;
- respect diversity so that we can identify both common ground and differences, uncover contradictions, and illuminate separate truths in different positions;
- be patient since separate and diverse truths can take time to emerge;
- take ownership, that is, speak for yourself, out of your own experiences, not what you perceive of others;
- be open to new ideas and to exploring one's own beliefs and values;
- cultivate generosity and encouragement, not competitiveness.

Just as in a traditional face-to-face class of adult learners, we are all responsible for the learning environment that we create for ourselves and for each other. Treat others respectfully and articulate yourself in a way that is engaged and passionate but not obnoxious, insulting, or dominating. The foundational standard is to behave in a professional and civil manner. If you are in doubt, do not post it! As the instructor, I reserve the right to remove any postings I deem inappropriate, unprofessional, or otherwise distracting from the course. Below are a few key rules taken from Virginia Shea's book, *Netiquette* (1997, Albion Books):

- Rule 1: Remember the human.
- Rule 2: Adhere to the same standards of behaviour online that you follow in real life.
- Rule 6: Share expert knowledge.
- Rule 7: Help keep flame wars under control.
- Rule 10: Be forgiving of other people's mistakes.

## TIME MANAGEMENT

This is an intense 6-week course (equivalent to a 12-week course but compressed). The workload thus will likely feel very heavy, particularly in the first 2 weeks as we set the foundation for the remainder of the course. We will cover two themes each week. The first theme will be the focus from Monday morning until Wednesday at noon (with most discussion on Monday and Tuesday) and the second theme will be the focus from Thursday morning until Saturday noon (with most discussion on Thursday and Friday). Your first Online Contribution for each theme will be due by 10:00 am on Mondays and Thursdays. (Each week, the D2L forum will open on Saturday morning for those who wish to submit in advance and will close the following Saturday afternoon.)

In my experience, a typical week in an on-campus 12-week graduate course involves us spending 3 hours together in a classroom and you devoting 7-10 hours to reading and completing assignments. Given the nature of asynchronous online learning, it can be tempting to procrastinate and devote insufficient time to a course or, conversely, to allow an online course to gobble up too much of your time. To avoid either extreme, I advise you plan that each of our 6 weeks together will involve approximately 15 hours of offline preparation (i.e., completing readings and weekly assignments) and 6 hours of online activity (i.e., posting and reading and responding to others' posts) mostly spread over the Monday to Friday. (The final paper will require additional time.) To make this course manageable for everyone, I also urge you to focus on the **quality** rather than the **quantity** of your posts. (Please see page 7 for more detail on Online Contributions.)

Deadlines are an unavoidable part of being a professional and this course is no exception. Please avoid any inclination to procrastinate. The Critical Autobiographical Reflection, Spotlight Teaching Resources, and Online Contributions will **not** be accepted late because these are required for active participation in course discussions and doing so would give procrastinators an unfair advantage. If there are genuine reasons why the Final Assignment cannot be submitted on the due date, please email me well before the due date; there will be a penalty of 5% per day except in exceptional circumstances. **The last date to drop the course is May 27.** By then, you should have a sense of how you are faring in the course.

## WEEKLY SCHEDULE

### WEEK 1, PART 1 (MAY 2 - 4): INTRODUCTIONS TO COURSE AND EACH OTHER

Read:

- The **entire** syllabus - pay attention to details, please! ☺

### WEEK 1, PART 2 (MAY 5 – 7): SETTING THE STAGE

View:

- John Lloyd, *Above All, Be Kind* <http://www.filmsforaction.org/watch/above-all-be-kind/>

Read:

- Sensoy & DiAngelo, Preface, Prologue, Appendix, and Glossary.
- Walton, G. (2015). Bullying and the philosophy of shooting freaks. *Confero: Essays on Education, Philosophy and Politics*, 3(2), 1-17. <http://www.confero.ep.liu.se/contents.asp?doi=10.3384/confero.2001-4562.13v2>
- Warner, J. (2016). Students aren't coddled. They're defeated. *Inside Higher Ed*. <https://www.insidehighered.com/blogs/just-visiting/students-arent-coddled-theyre-defeated>

### WEEK 2, PART 1 (MAY 9 - 11): CRITICAL THINKING, SCHOOLING, AND SOCIALIZATION

Read:

- Sensoy & DiAngelo, Chapters 1, 2, and 9.
- Buckley, H. (n.d.) *The Little Boy*.
- Gatto, J.T. (2003). Against school: How public education cripples our kids, and why. *Harper's Magazine*, September, 33-38. [http://www.cs.mcgill.ca/~abatko/interests/teaching/essays/Against\\_Schools/](http://www.cs.mcgill.ca/~abatko/interests/teaching/essays/Against_Schools/)

### WEEK 2, PART 2 (MAY 12 - 14): POWER, PRIVILEGE, AND HEGEMONY

Listen:

- Bruce Hornsby and the Range, *The Way It Is*. <https://www.youtube.com/watch?v=GIRQjzItaMQ>

Read:

- Sensoy & DiAngelo, Chapters 3, 4, 5, and 6.

View:

- 10 Minute Philosophy, Hegemony. <https://www.youtube.com/watch?v=js8E6C3ZnJ0>

### WEEK 3, PART 1 (MAY 16-18): SPOTLIGHT ON POVERTY, CLASS, AND GLOBALIZATION

View:

- Toby Morris (The Pencilsword), *On a Plate*. <http://thewireless.co.nz/articles/the-pencilsword-on-a-plate>

Read:

- Coles, G. (2008/2009). Hunger, academic success, and the hard bigotry of indifference. *Rethinking Schools*, 23(2).
- Marshall, E., & Rosati, W. (2014). "May the odds be ever in your favor": Teaching class and collective action with *The Hunger Games*. *Rethinking Schools*, 28(4).
- Bigelow, B. (1998). The human lives behind the labels: The global sweatshop, Nike, and the race to the bottom. In W. Ayers,

J.A. Hunt, & T. Quinn (Eds.), *Teaching for social justice*. New York: Teachers College Press.

*Recommended:*

- Elementary Teachers' Federation of Ontario, *One in Six: Education and Poverty in Ontario*.  
<http://www.etfo.ca/Multimedia/Webcasts/OneinSix/Pages/default.aspx>

**WEEK 3, PART 2 (MAY 19 - 21): SPOTLIGHT ON WHITENESS AND ANTI-RACISM**

*View:*

- Marlon James, *Are You a Racist? No Isn't a Good Enough Answer*.  
<http://www.theguardian.com/commentisfree/video/2016/jan/13/marlon-james-are-you-racist-video>

*Read:*

- Sensoy & DiAngelo, Chapters 7 and 8.
- Coffey, R. (2015). Storytelling as resistance. *Rethinking Schools*, 29(4).
- Johnson, K. (2015). Celebrating skin tone: The science and poetry of skin color. *Rethinking Schools*, 29(3).

**WEEK 4, PART 1 (MAY 23-25): SPOTLIGHT ON DECOLONIZATION AND INDIGENOUS EDUCATION**

*Listen:*

- Buffy Ste. Marie, *Sing Our Own Song*. <https://www.youtube.com/watch?v=rpRp4WTg9J8>

*Read:*

- Boyden, J. (2016). The true tragedy of Attawapiskat. *Maclean's*. <http://www.macleans.ca/news/canada/attawapiskat-and-the-fallout-of-intergenerational-trauma/>
- Harrison, P. (2009). Dispelling ignorance of residential schools. In Aboriginal Healing Foundation (Ed.), *Response, responsibility and renewal: Canada's Truth and Reconciliation journey*. Ottawa: Aboriginal Healing Foundation.
- Oskineegish, M. (2015). Are you providing an education that is worth caring about? Advice to non-native teachers in northern First Nations Communities. *Canadian Journal of Education*, 38(3), 1-25.

**WEEK 4, PART 2 (MAY 26 - 28): SPOTLIGHT ON GENDER AND SEXUALITY**

*View:*

- Razzytastic. (2014). Sexism goes both ways. Feminism helps both. <http://imgur.com/gallery/n01WW>
- Bitters, B. & Foxwell, S. (1993). Checking your schools for sexism. <http://www.napequity.org/nape-content/uploads/10h-CheckingforSexism.pdf>

*Read:*

- Walton, G. (2009). Homophobia, heterosexism, and heteronormativity in school. In C. Levine-Rasky (Ed.), *Canadian perspectives on the sociology of education* (pp. 183 – 195). London, UK: Oxford.
- Espinosa, L. (2003). Seventh graders and sexism. *Rethinking Schools*, 17(3).
- Bollow Tempel, M. (2011). It's OK to be neither: Teaching that supports gender-variant children. *Rethinking Schools*, 26(1).

**WEEK 5, PART 1 (MAY 30 – JUNE 1): SPOTLIGHT ON BODY SIZE**

*View:*

- ASDH, *The Problem with Poodle Science* <https://www.youtube.com/watch?v=H89QQfXtc-k>

*Read:*

- Ross, J. (2014). 9 facts that disprove the most common stereotypes about fat people.  
<http://everydayfeminism.com/2014/11/9-facts-stereotypes-fat-people/>
- Chastein, R. (2015). If we really cared about kids' health. *Dances with fat*.  
<https://danceswithfat.wordpress.com/2015/07/02/if-we-really-cared-about-kids-health/>
- McNinch, H. (2016). Fat bullying of girls in elementary and secondary schools: Implications for teacher education. In E. Cameron & C. Russell (Eds.), *The fat pedagogy reader: Challenging weight-based oppression through critical education* (pp. 113-121). New York: Peter Lang.

•Bacon, L., O'Reilly, C., & Aphramor, L. (2016). Reflections on thin privilege and responsibility. In E. Cameron & C. Russell (Eds.), *The fat pedagogy reader: Challenging weight-based oppression through critical education* (pp. 41-50). New York: Peter Lang.

#### WEEK 5, PART 2 (JUNE 2 - 4): SPOTLIGHT ON ABILITY

View:

•Ben Myers, *The Disability Conversation* <https://www.youtube.com/watch?v=cclAqPjwKcY>

Read:

- Cohen-Rottenberg, R. (2014). Doing social justice: Thoughts on ableist language and why it matters. *The body is not an apology*. <http://thebodyisnotanapology.tumblr.com/post/86596200516/doing-social-justice-thoughts-on-ableist-language>
- Connor, D. J., & Gabel, S. L. (2013). "Crippling" the curriculum through academic activism: Working toward increasing global exchanges to reframe (dis)ability and education. *Equity and Excellence in Education*, 46(1), 100-118.
- Sapon-Shevin, M. (2003). Inclusion: A matter of social justice. *Educational Leadership*, 25-28.

#### WEEK 6, PART 1 (JUNE 6-8): SPOTLIGHT ON NATURE AND OTHER ANIMALS

View:

•Naomi Klein, *This Changes Everything* <https://www.youtube.com/watch?v=Rqw99rJYq8Q>

Read:

- Solnit, R. (2014). Call climate change what it is: violence. *The Guardian*. <http://www.theguardian.com/commentisfree/2014/apr/07/climate-change-violence-occupy-earth>
- Cho, R. (2015). Climate justice in the classroom. *Green Teacher*, 107, 21-24.
- Oakley, J. (in press). What can an animal liberation perspective contribute to environmental education? In C. Russell, J. Dillon, & M. Breunig (Eds.), *The environmental education reader*. New York: Peter Lang.
- Russell, C. & Semenko, K. (2016). We take "cow" as a compliment: Fattening humane, environmental, and social justice education. In E. Cameron & C. Russell (Eds.), *The fat pedagogy reader: Challenging weight-based oppression through critical education* (pp. 211-220). New York: Peter Lang.

#### WEEK 6, PART 2 (JUNE 9-10): MOVING FORWARD

Read:

- Sensoy & DiAngelo, Chapter 10.
- Kohl, H. (1998). Some reflections on teaching for social justice. In W. Ayers, J.A. Hunt & T. Quinn (Eds.), *Teaching for Social Justice*. New York: Teachers College Press.

## EVALUATION

Alternative grading practices are encouraged in this course! Please ponder the alternatives below and let me know by May 9 if you would like to give one a try. Many SJE students have done so in the past to free themselves from the tyranny of "what did I get?" (See the Warner (2016) reading.) Some possibilities include (but are not limited to):

- a) Comments only: I give you feedback via qualitative comments on your work with no grades recorded on your work to distract you from your learning. (I would let you know if I was giving you anything below B+ (75%) if you wanted.)
- b) Contracted grade: We agree on a grade you want to aim for. If you are out of close range of it, I return your work for improvement until you meet that grade (within limits because it is a short course and I won't have time to mark multiple iterations). If you struggle to meet your initial target, we would negotiate a new grade.
- c) Class mark: Since the success of the class depends on all members, you could choose as a group to have class members share the same grade (provided it is equitable and everyone contributes fully).

In general, evaluations in this course will be based on depth of engagement with the course questions, readings, and discussions, lucidity of thought, intellectual curiosity, scholarly generosity, self-reflexiveness, critical and creative thinking, and quality of writing. Here is how I interpret letter grades when assessing MEd work:

	Letter Grade	Percentage Range
<i>Exceptional Work:</i> Demonstrates exceptional comprehension, exceptional depth of inquiry and originality of thought, deep self-reflexivity, and exceptional critical and creative thinking. Always makes highly insightful and thought-provoking connections to contemporary and/or historical events and to ideas beyond the course. Writing or representation is of such quality that it is nearing readiness for publication in peer-reviewed academic journals.	A+	90-100
<i>Outstanding Work:</i> Demonstrates outstanding comprehension and significant depth of inquiry. Consistently applies a very high level of critical scrutiny to texts and discussions and offers highly original and creative insights. Demonstrates outstanding self-reflexivity and critically evaluates one's own thinking and learning processes. Consistently makes highly insightful and thought-provoking connections to contemporary and/or historical events and to ideas beyond the course. Consistently excellent writing/ representation.	A	85-89
<i>Excellent Work:</i> Demonstrates excellent comprehension and significant depth of inquiry. Consistently applies a high level of critical scrutiny to texts and discussions and offers original and often creative insights. Demonstrates a strong degree of personal engagement and critically evaluates one's own thinking and learning processes. Consistently makes insightful connections to contemporary and/or historical events and to ideas beyond the course. Consistently excellent writing/representation.	A-	80-84
<i>Very Good Work:</i> Demonstrates solid comprehension and very good depth of inquiry. Frequently applies a high level of critical scrutiny to course readings and discussions and offers thoughtful insights. Frequently makes insightful connections to contemporary and/or historical events and to ideas beyond the course Solid evidence of critical reflection, questioning, and creativity. Very good writing/representation.	B+	77-79
<i>Satisfactory Work:</i> Demonstrates solid comprehension of course readings and shows sufficient depth of inquiry. Regularly applies critical scrutiny to course readings and discussions and offers thoughtful insights. Regularly makes insightful connections to contemporary and/or historical events and to ideas beyond the course. Good evidence of critical reflection, questioning, and creativity. Good writing/representation.	B	74-76
<i>Just Satisfactory Work:</i> Demonstrates good comprehension of course readings and shows sufficient depth of inquiry. Applies sufficient critical scrutiny to course readings and discussions and offers some thoughtful insights. Occasionally makes insightful connections to contemporary and/or historical events and to ideas beyond the course. Good evidence of critical reflection, questioning, and creativity. Satisfactory writing/representation.	B-	70-73
<i>Unsatisfactory Work:</i> Demonstrates spotty comprehension of course readings. Shows limited depth of inquiry. Applies minimal critical scrutiny to course readings and discussions. Articulates few original or critical insights. Makes basic connections to contemporary and/or historical events. Some evidence of going beyond the assigned readings. Some evidence of critical reflection and questioning. Writing/representation unclear or not at the level required for MEd-level work.	C+ or lower	Below 70

## DETAILED DESCRIPTION OF ASSIGNMENTS

**1. ONLINE CONTRIBUTIONS** First Postings due by 10:00 am Mondays and Thursday each week (except 1<sup>st</sup> day) 30%  
As noted on page 2, ongoing active participation is a requirement of this course. This means posting your own thoughts about the weekly topics, commenting on others' ideas, and responding to questions about your own postings. We are covering contentious issues in this course and emotions can run high. **In all discussions, please be supportive of, and generous with, your colleagues, but not to the extent that you avoid pointing out flaws in their comments, arguments, understanding, research, and so on. Now is an ideal time to hone your skills at being "critical friends."**

Consider your time commitment to online discussions to be critical to your success as a learner as well as to the success of the course. You are expected to participate throughout the week; do not clump your postings all together especially at the end of the discussion period. I anticipate that the bulk of our discussion will occur between Monday morning and Friday evening. Our discussions will be organized by reading and other assigned content (i.e., video, song, comic). I expect you to read/watch/listen to all content and thus to be able to jump into conversations in any thread. In the interests of keeping everyone's workload manageable, however, you can choose to hone in on threads that particularly interest you. You must post on at least two different **readings** on each theme, but are welcome to post on more as well as on the other content (e.g., videos) if desired. **Your initial posting should be no more than 200 words and it should be precise, concise, and clear.** Ensuing discussion will build on these initial postings and should focus not only on places of convergence but also divergence. You will be required to comment at least 2 other times in each theme; **additional posts should generally be no more than 50 words.** In each "spotlight" theme, there will also be a thread devoted to teaching resources that you are welcome to ask questions about and build upon. As well, some weeks I will facilitate an additional thread to generate further discussion (e.g., sharing from autobiographies and from final assignments); I will provide specific directions for you when I post these.

To ensure that this course does not become overwhelming for all of us, it is vital that you emphasize **quality** rather than **quantity** when posting. While it is relatively easy to post numerous, non-substantive comments (e.g., "I really like what Jane Doe said"), doing so will only generate tons of postings that we will all have to wade through and will not deepen our understanding. It is thus important that you make the effort to *only* post insightful, meaningful comments that move the discussion forward. Please ensure that you post **substantive** comments that demonstrate investment of thought, research, reflection, and critical analysis. For example, a meaningful post might:

- Clarify the ostensible meaning of course readings
- Suggest a different interpretation of the readings
- Encourage perspective-taking by illustrating how others might react to the readings or a colleague's response
- Pose a critical question
- Clarify the positionality of authors by identifying common ground and/or differences amongst authors
- Identify the assumptions and theoretical frameworks underlying each author's arguments
- Provide concrete examples of theoretical ideas, perhaps grounded in your own professional or personal experience
- Identify possible implications (e.g., pedagogical, ethical, social, environmental) of particular ideas
- Make connections between issues being discussed
- Offer an intersectional analysis that makes clear the connections between relevant issues
- Engage in intertextuality by suggesting other relevant readings that might help extend understanding of the issues
- Identify practical ways in which ideas from the course are currently being embodied (e.g., curriculum, teaching activities, pedagogical practices, films, art, websites, newspaper articles, activist projects, etc.) or propose your own creative suggestions for applying these ideas in formal or informal learning contexts

Evaluation of your online contributions will be based on both the **timeliness** and the **quality** of your postings. I will provide you with feedback at the halfway mark (i.e., at end of Week 3) or earlier if I have serious concerns.

## **2. CRITICAL AUTOBIOGRAPHICAL REFLECTION**

**Due by May 12 at 10:00 am**

**15%**

An aim of social justice educators is to identify ways that schools perpetuate marginalization or oppression, and to work to transform schools into equitable spaces. This involves an analysis of what is taught in schools (explicitly and implicitly), what is *not* taught in schools, how schools are structured (physically and metaphorically), and what discourses are dominant in schools, among other points of inquiry. In this assignment, you are asked to critically reflect on your educational experiences and to consider what you learned in school in relation to *one* of the following issues pertaining to equity and social justice: race, class, gender, sexuality/sexual orientation, body size, (dis)ability, human/animal relations, or human/nature relations. To help focus your thinking and writing, you might consider some the following questions:

- What did you learn about this issue from the explicit curriculum (i.e., what you were purposely taught)? What did you learn about this issue from the null curriculum (i.e., what you were *not* taught) or from the hidden curriculum (i.e., what you were implicitly taught)?
- What did you learn about this issue from your peers? What other influences "taught" you about this issue?
- What do you believe the dominant discourse (i.e., common assumptions or "truths") is on this issue? How was this dominant discourse supported or challenged in your educational experiences?
- Based on your experiences, do you believe the issue is adequately addressed in schools currently? If not, how could it be better addressed?

**Maximum Length: 1000 words.** Please write clearly and concisely (i.e., pack substance into those 1000 words). As this is an

autobiographical reflection, it is not necessary to conduct external research. Note that I am *not* grading your opinions or your experiences in this paper. Evaluation will be based on evidence of critical analysis, demonstration of engagement, and quality of writing.

**Note:** In Week 3 (i.e., the day the assignment is due), you will be invited to share with the class one idea or a brief excerpt from your reflection (maximum 250 words).

**3. TEACHING RESOURCES ON SPOTLIGHTED ISSUE**                      **Due date varies between May 16 - June 7 by 10:00 am**    **15%**

- 1) Decide if you are going to work alone, in a pair, or in a triplet.
- 2) Choose your preferred focus from one of the 7 “spotlight” weeks. (I will create a system for you to rank your top 3 since there will be a maximum of 3 people assigned to each week and if it doesn’t simply work out in the wash, I will assign class members randomly to weeks, ideally with everyone getting one of their top 3 choices.)
- 3) Choose an audience such as:
  - a) elementary or secondary school students - specify grade(s) and subject areas (if relevant);
  - b) college or university students – specify program (if relevant);
  - c) visitors to a non-formal educational setting (e.g., museum, zoo, science centre, national park); or
  - d) community members reached through some sort of public outreach.
- 4) Compile a list of educational resources on the topic, providing a brief description and rationale for why you would recommend each. Please include:
  - a) 2 collections developed for educators (e.g., teacher/practitioner handbook, teachers’ journal issue, website of resources for educators);
  - b) 2 educational activities (describe in enough detail to be replicable; you do not need to reinvent the wheel but please do ensure you cite source(s) if not something you dream up on your own)
  - c) 2 visual teaching aids (e.g., video, infographic, cartoon, documentary, movie)
  - d) 1 song
  - e) 2 books, 1 fiction and 1 non-fiction appropriate for use with your target audience

Post in the teaching resources discussion thread by 10:00 am on the day discussion of that spotlighted topic begins.

**4. FINAL ASSIGNMENT**    **Proposal due no later than May 24 at 10:00 am**  
**Final Assignment due June 13 by 10:00 am**    **40%**

Choose **one** of the following assignments or propose something else. To help you make this decision, ponder what you would like to learn more about and how you want to demonstrate that learning.

**You must submit a maximum 200-word proposal of what you intend to do for your final assignment by May 24.** This proposal should include a description of the proposed work and list at least 5 relevant scholarly articles, books, or book chapters **beyond the course readings** that will inform your work.

**Option 1: Academic Essay**

Focus on an area of social justice education that particularly interests you. This may be an area that you would like to pursue in an MEd thesis or portfolio or it may be a topic that you wish to explore for scholarly, professional, or personal reasons. You will need to formulate a well-organized and articulated argument and draw from both the course readings and other scholarship to support your position. **Maximum length: 3000 words.**

**Option 2: Portfolio**

Create a portfolio of 2-4 tasks related to course ideas, one of which must be a short paper. (A proposal of tasks and weighting must be submitted and approved by May 24.) Tasks might include some of the following (not an exhaustive list):

- one or two short academic papers about specific issues related to the course content (1500 words each) that draw on readings from the course and beyond the course.
- a paper suitable for publication in a teachers’ journal such as *Rethinking Schools* (1000 words)
- a review of a book related to the course that would be suitable for publication in an academic or teachers’ journal (500 words)
- a detailed description of a proposed workshop or teaching, including a theoretical and pedagogical rationale (500 words)
- a poem, a drawing, a comic strip, or other creative form of representation of a course idea

**Total maximum length: 3000 words.**



### **Option 3: Pitch Another Idea**

If you have another suggestion for a final assignment that would be useful to you, pitch it to me. Make clear what learner outcomes would be met and how they would be demonstrated, and we'll go from there.

Whatever option you choose, please use APA 6<sup>th</sup> as your style guide and do not exceed the **maximum of 3000 words**; it is important to be precise and concise while saying something of substance. Evaluation will be based particularly on quality of writing, depth of engagement with course ideas, originality, demonstration of critical analysis and synthesis, and use of appropriate academic references both including and beyond course readings.

## **ADDITIONAL RESOURCES**

The 6th edition of APA's Publication Manual (2010) is available in the library. Please note that some websites offer examples of APA style such as: <http://owl.english.purdue.edu/>

Plagiarism Tutorials available here: [Acadia University](#); [Indiana University](#)

Graduate Education Library Guide: <http://libguides.lakeheadu.ca/content.php?pid=348763>

An online tutorial on Library Search Skills is available on this page: <http://library.lakeheadu.ca/?pg=1057>

## **LAKEHEAD UNIVERSITY POLICIES**

### **INCOMPLETE STANDING** (University Regulation, V Standing)

Learners are responsible to review and become familiar with the regulations related to Incomplete Standing. Click [this link](#) and scroll down to **V Standing** to review the policy.

### **ACADEMIC MISCONDUCT** (University Regulation, IX Academic Misconduct)

Learners are responsible to review and become familiar with the regulations related to Academic Misconduct. Click [this link](#) and scroll down to **IX Academic Misconduct** to review the policy.

### **TIMELY FEEDBACK** (University Regulation, XII Timely Feedback)

Review the [regulations on timely feedback](#) by scrolling down to **XII Timely Feedback**, and ensure that you are familiar with the [academic withdrawal dates](#) for this course.