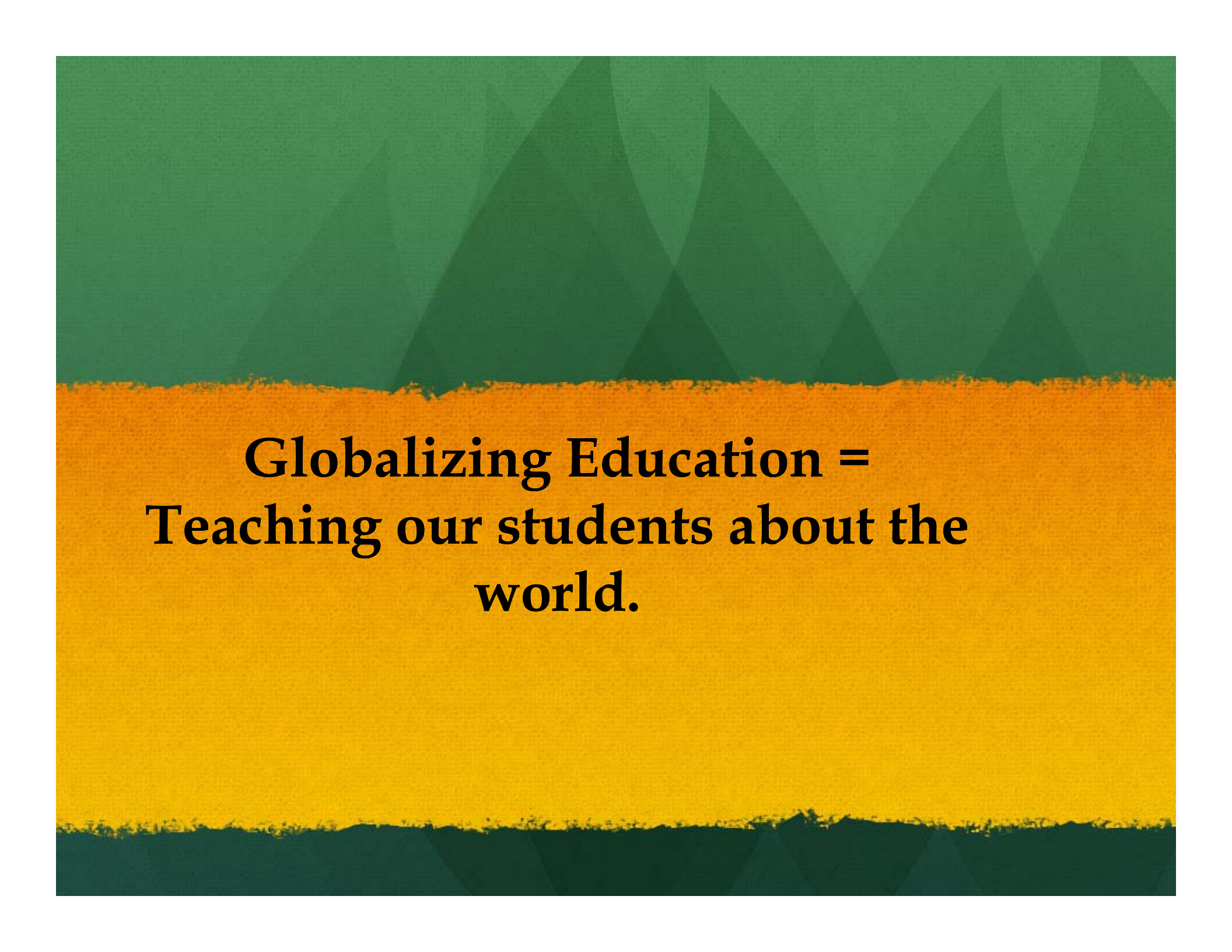


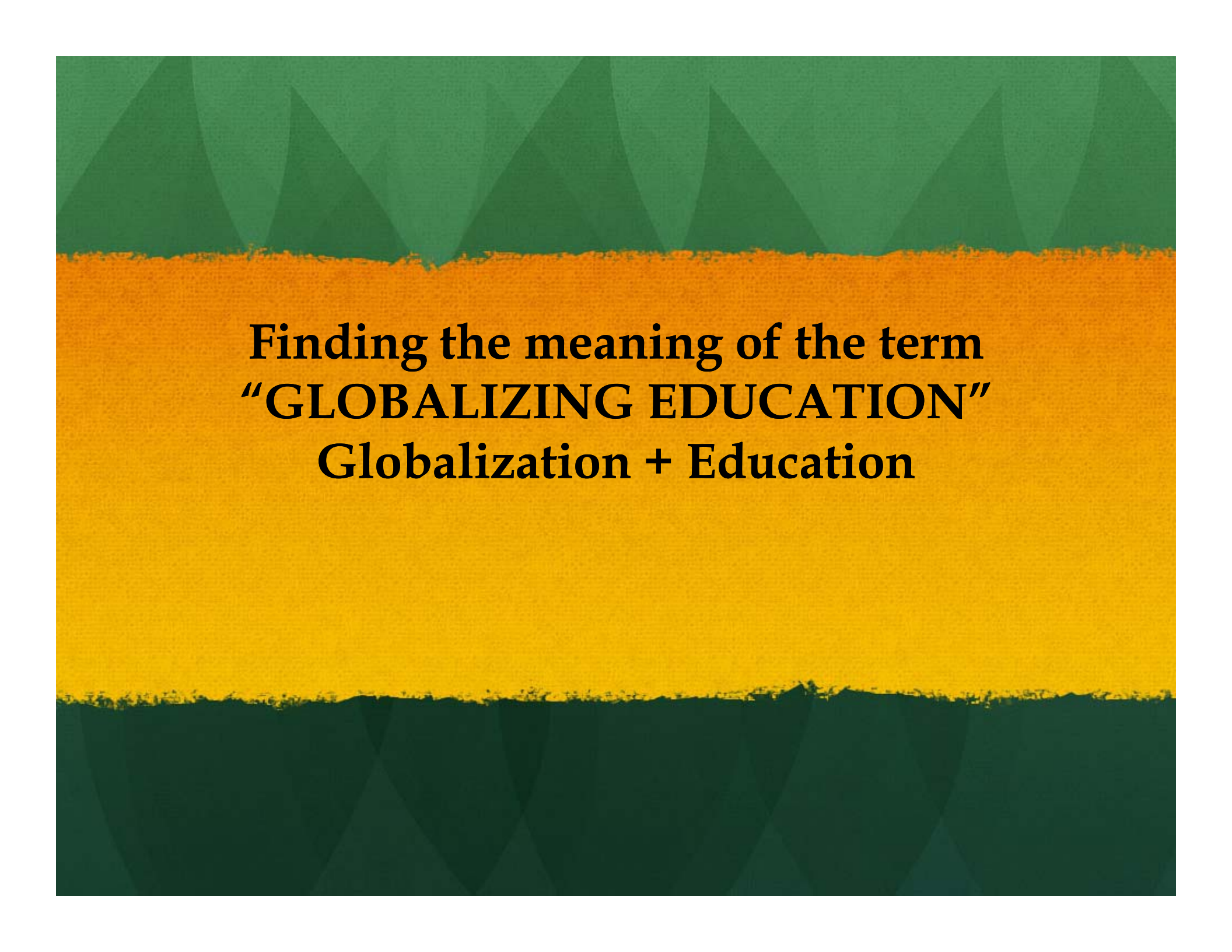
SOCIAL JUSTICE PEDAGOGIES IN THE CLASSROOM

**Hema Ganapathy-Coleman, Ph.D.
Bayh College of Education
Indiana State University**

**Presentation for Symposium on Globalizing Education: Raising
Awareness and Improving Practices, October 2010**



**Globalizing Education =
Teaching our students about the
world.**



**Finding the meaning of the term
“GLOBALIZING EDUCATION”
Globalization + Education**

What should our students be taught/know about the world??

- Global Culture
- Global issues
- Global connections (involves teaching ourselves and our students to have a global conscience)

Social Justice Pedagogies: The Syllabus

- Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies. (Diversity Statement of the Department of Communication Disorders and Counseling, School and Educational Psychology)

Social Justice Pedagogies: The Syllabus (continued)

- “Throughout this course, we must recognize that people can be very different as well as very similar in different ways in different cultures and at different times. Given that our communities are becoming increasingly diverse, we must constantly factor in that what used to be the “norm” is no longer the norm. Human development has been studied primarily from a North American and Euro-centric perspective. These two continents together contribute a mere 16% to world population. This perspective still leaves out the perspectives of many minority groups within these two continents. Thus, the perspective of white, middle-class culture has been often erroneously defined as “normative”. We will use this class as an effort to start using a new “norm”: that there is no culture that can serve as the norm or the standard for others. All norms must be evaluated in terms of their own criteria. This does not mean that we need to love and endorse everything done in every culture. This does mean that we must learn to respect that each culture is different though we may sometimes agree and sometimes disagree with these differences. We live complicated lives in a complex world. Our task is to study lifespan human development as embedded in a highly complex world. We will approach this course with the understanding that we human beings walk, talk, think and simply “be” in a multitude of ways in this strange new global community that we all co-creating.” (Ganapathy-Coleman, EPSY 621)

Social Justice Pedagogies: Who are the students you are teaching?

- **A preliminary information sheet**

Social Justice Pedagogies: Course Content

- Choice of textbooks and readings
 - Does your school system have a policy statement for the selection of instructional materials?
 - Do your textbooks and supplementary materials across all subject areas contain content, illustrations, and activities that reflect ethnic and racial diversity of the United States and the world?
 - Do the materials and books across all subject areas cover global issues, global connections and global cultures?

Social Justice Pedagogies: Course Content

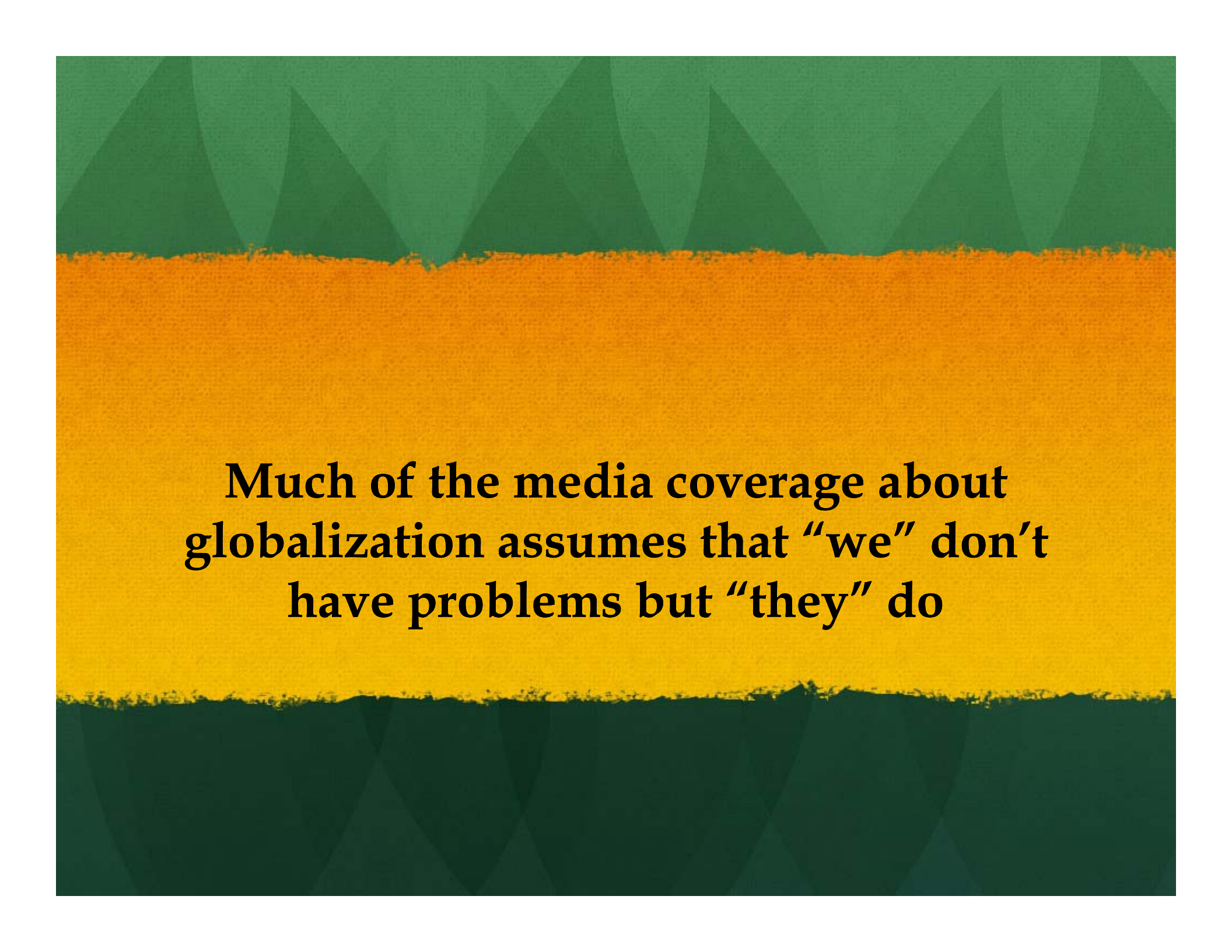
- Does your reading program reflect global literature as well as contributions by authors from ethnic and racial groups in the United States?
- Does your social studies program for students include the learning of other cultures, how they are connected to the world, and issues that affect their lives?
- Are the art and music programs reflective of the ethnic and racial diversity of the United States?
- Does the staff have time for curriculum planning or professional development opportunities so that they can include a global perspective in the curriculum?
- Does the school offer programs that promote contact with other cultures and nations? E.g. global travel, study or exchange opportunities, sister school relationship with a school outside the U.S.

Social Justice Pedagogies: Course Content and Delivery

- **Teaching/Learning Techniques**
 - **Reading of assigned reports**
 - **Study guides to keep reading channeled**
 - **Encouraging students to use their own backgrounds as study tools**
 - **Discussion and study groups**
 - **Lectures**
 - **Films and videos**

Social Justice Pedagogies: Course Content and Delivery

- Teaching students about global culture and global issues tells our students what is but not why.
- *Why is it important to teach students why what happens does?*
 - *GLOBAL CONNECTIONS*



Much of the media coverage about globalization assumes that “we” don’t have problems but “they” do

- “If everything is connected, then you can't change anything without changing everything. But you can't change everything, so that means that you can't change anything.”

- **It is true that we have to change a lot of things. But it is wrong that we cannot change anything.**

Social Justice Pedagogies: Global Connections and a Global Conscience

- EURO-AMERICAN centered to world centered
- ELITE WESTERN MALE centered to world's people centered
- REGION centered to global system centered
- GROUP centered human species centered
- NATION STATE centered to planet centered
- ANTHRO centered to ecosystem centered
- PAST centered past-present-future centered
- INFORMATION centered problems centered
- SPECTATOR centered to participant centered

**Social justice pedagogies: Some
ideas for teaching about Global
Connections and whys**

Corporate and business media critique

- What kind of people do ads try to "produce"? How do advertisers try to produce men and women differently?
- What is the relationship between consumption and some of the problems we've looked at in the rest of the world? Sweatshop workers, the Huaorani, the Ladakhis, the Inuit, etc.?
- How are you personally affected by ads?
- What do ads teach us about the meaning of life? What is the story of happiness and fulfillment that ads tell?
- What can be done to "make a difference" in transforming consumer culture?
- Is the culture of consumption environmentally sustainable? Can we continue endlessly "producing" consumers here and in other countries? And, if not, what social changes need to occur?

The background of the slide features a sunset scene. The top portion is a bright orange and yellow sky, which transitions into a dark green field. A white fence is visible in the distance, running across the horizon. The overall image has a slightly grainy texture.

An examination of student achievement by school

A study of the origins of psychological research

- Reading “Decolonizing Methodologies”

**A discussion of world population,
natural resources and the
destinations of these resources**

Social Justice Pedagogies: Assessments and Evaluation

- **Course Chronicles**
- **Readings from other parts of the world**

Social Justice Pedagogies: Course Content and Delivery

- **Norms of social interaction in the
classroom**

Social Justice Pedagogies: Course Content and Delivery

- **Teacher influence**