

## EDUC 5424

### Teaching for Equity & Social Justice

#### Instructor:

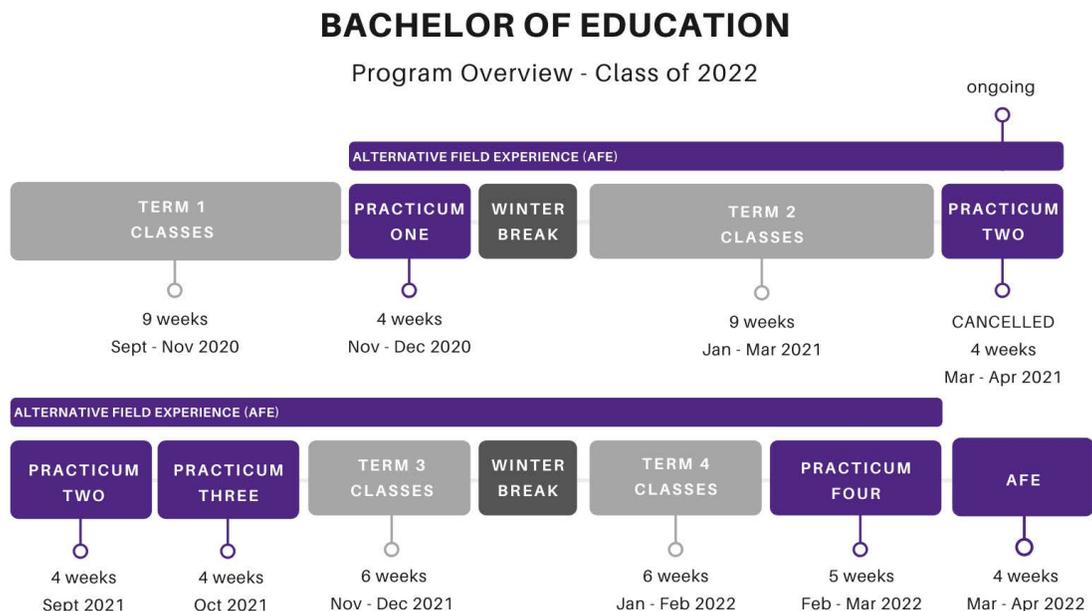
Dr. Jennifer C. Ingrey 001  
E: [jingrey2@uwo.ca](mailto:jingrey2@uwo.ca)  
Office Hours: by appointment

#### Schedule:

Section 001: Tuesdays 10:30AM-12:30PM  
AND 1 hour ONLINE per week  
Room: 2035

#### Program Context:

This is a **Elective Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.



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# Syllabus Report

## Teaching for Equity & Social Justice (EDUC 5424)

A focus on issues of equity - race, culture, religion, gender, social class, sexuality, and disability - in education. Critical analysis of school curricula and classroom practice. Development of teaching strategies appropriate for an increasingly diverse and heterogeneous student population. 3 hours per week, full year, .5 credit.

### Aims, Goals, Objectives, Outcomes:

The main objective of this course is to make participants familiar with issues of inequities such as race, culture, religion, gender, social class and sexuality in education. It examines the meaning of equity and social justice within the context of multiculturalism in the public education system in Ontario. More specifically, the course will provide participants with opportunities to critically examine current school curriculum, policy and classroom practices and develop strategies for an equitable and inclusive curriculum. Curriculum units are examined for their relevance in a society that is increasingly characterized with diversity and heterogeneity of its student population.

### Standards of Practice for the teaching profession:

All five of the key elements in the Ontario College of Teachers Standards of Practice are integral to this course:

- **COMMITMENT TO STUDENTS AND STUDENT LEARNING** is integral to this course. This course examines factors and characteristics that enhance learning in cross-cultural settings. More importantly, pedagogical strategies that address distortions in thinking about race, cultural differences, sexual orientation and gender are explored.
- **PROFESSIONAL KNOWLEDGE** relating to cultural diversity and education (both in Canada and in Ontario) is examined. An important component will be the evolution of equity policy, and students will have an opportunity to challenge significant decisions made over time.

- TEACHING PRACTICE and the exercise of professional judgement are a vital component of the course. Students will investigate how cultural, racial and gender disparities in the classroom and in the school may be addressed in order to enrich the schooling experience and enhance learning and cooperation rather than serve as a basis for conflict.
- LEADERSHIP AND COMMUNITY is stressed in those components of the course in which students themselves might become change agents through their commitment to equity ideals.
- The Necessity for ONGOING PROFESSIONAL LEARNING is established throughout the course. Participants learn that the cross-cultural approach provides a reservoir for effectiveness in the teaching-learning experiences, that professional recognition of this medium is belated, and that further explorations are required. In particular, teacher candidates will learn that Canada is at the threshold of a new and necessary approach to education.

Course Content:  
Major Themes

This course will specifically deal with the following topics:

- Equity and social justice
- Race, culture, multiculturalism, and anti-racism
- Gender and education
- Social class and the education system
- Sexuality and transgender issues in education
- Disability and oppression
- Indigenous issues and education
- Intersection of race, gender, sexuality and social class

Course Materials:

The following required text is available for purchase from Books Plus:  
Sensory, O., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education*, 2nd ed. New York: Teachers College Press.

All other reading material will be available on Course Readings on OWL.

Number of Credits : 0.5

Number of Weeks: 12

## **Week 1: Introduction to Teaching for Equity & Social Justice (November 2)**

- Introduction to the main topics of the course

- Discussion of the course requirements and evaluation

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	Participation	See "Assignment 1" in Assessment section
<b>Reading</b>	Week 1 Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 1: How to engage constructively in courses that take a critical social justice approach. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 1-21). New York: Teachers College Press.</li> </ul> <p>Supplementary Readings (not required):</p> <ul style="list-style-type: none"> <li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 2: Critical thinking and critical theory. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 23-33). New York: Teachers College Press.</li> </ul>

## **Week 2: Foundations in Theory: Oppression & Privilege (November 9)**

- Introduction to concepts and cycles of oppression and privilege
- What is the difference between oppression and discrimination?
- What is normalization?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	Participation	See "Assignment 1" in Assessment section

## Learning Activities

Type	Name	Description
Reading	Week 2 Readings	Required Readings: <ul style="list-style-type: none"><li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 4: Prejudice and Discrimination. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 50-56). New York: Teachers College Press.</li><li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 5: Oppression and power. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 60-73). New York: Teachers College Press.</li></ul>
		Supplementary Readings (not required): <ul style="list-style-type: none"><li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 3: Culture and socialization. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 35-43). New York: Teachers College Press.</li></ul>
Discussion	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

### Week 3: Focus on Ableism & Disability Studies (November 16)

- What is ableism?
- How can social models of disability help us to think through anti-oppressive frameworks for addressing and working with people with disabilities?

## Learning Activities

Type	Name	Description
Discussion	Participation	See "Assignment 1" in Assessment section

## Learning Activities

Type	Name	Description
Reading	Week 3 Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 6: Understanding privilege through ableism. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 80-97). New York: Teachers College Press.</li> </ul>
		<p>Supplementary Readings (not required):</p> <ul style="list-style-type: none"> <li>• Kumashiro, K. (2000). <i>Toward a Theory of Anti-Oppressive Education</i>. <i>Review of Educational Research</i>, 70(1), 25-53.</li> </ul>
Discussion	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

## Week 4: Focus on Classism (November 23)

- What is deficit and asset-based thinking?
- How can forms of capital help us understand classism?

## Learning Activities

Type	Name	Description
Discussion	Participation	See "Assignment 1" in Assessment section
Reading	Week 4 Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Gorski, P. (2008). The myth of the 'culture of poverty'. <i>Poverty and Learning</i>, 65(7), 32-36. Retrieved from: <a href="http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/The-Myth-of-the-Culture-of-Poverty.aspx">http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/The-Myth-of-the-Culture-of-Poverty.aspx</a></li> </ul>
		<ul style="list-style-type: none"> <li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 10: Understanding intersectionality through classism. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 154-178). New York: Teachers College Press.</li> </ul>
Discussion	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

## Week 5: Indigenization & Decolonizing Education (November 30)

- What is indigenizing schooling versus decolonizing education?
- What can we learn from FNMI teachers?

Learning Activities		
Type	Name	Description
Discussion	Participation	See "Assignment 1" in Assessment section
Reading	Week 5 Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Iseke-Barnes, J.M. (2008). Pedagogies for decolonizing. Canadian Journal of Native Education, 31(1), 123-148.</li> </ul> <p>Supplementary Readings/Materials (not required):</p> <ul style="list-style-type: none"> <li>• Kanu, Y. (2002). In their own voices: First Nations students identify some cultural mediators of their learning in the formal school system. The Alberta Journal of Educational Research, 48(2), 98-121.</li> <li>• Goulet, G. (2001). Two teachers of Aboriginal students: Effective practice in sociohistorical realities. Canadian Journal of Native Education, 25(1), 68-82.</li> <li>• Where are the children: <a href="http://wherearethechildren.ca/en/resources/#443">http://wherearethechildren.ca/en/resources/#443</a></li> <li>• Teaching for Indigenous Education: <a href="http://www.indigenouseducation.educ.ubc.ca/">http://www.indigenouseducation.educ.ubc.ca/</a></li> </ul>
Discussion	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

## Week 6: Racism & Anti-Racist Education: Beyond Multiculturalism (December 7)

- Multiculturalism
- Religion
- Anti Racist Ed.
- Public Schools

## Learning Activities

Type	Name	Description
Writing	Final Artefact + Reflection Paper Due	See "Assignment 3" in Assessment section
Discussion	Participation	See "Assignment 1" in Assessment section
Reading	Week 6 Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 8: Understanding the structural nature of oppression through racism. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 119-138). New York: Teachers College Press.</li> </ul> <p>Supplementary Readings (not required):</p> <ul style="list-style-type: none"> <li>• Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 9: Understanding the global organization of racism through white supremacy. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 141-146). New York: Teachers College Press.</li> <li>• Sensoy, O. (2009). Kill Santa: Religious diversity and the winter holiday program. In Steinberg, S. (Ed.), <i>Diversity and multiculturalism: A Reader</i> (pp. 321-330). New York: Peter Lang.</li> </ul>
Discussion	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

## Week 7: Focus on Gender & Education (January 4)

- What are the problems embedded in the so-called 'boy crisis' of education?
- How can femininities be considered via an intersectional lens?

## Learning Activities

Type	Name	Description
Discussion	Participation	See "Assignment 1" in Assessment section

## Learning Activities

Type	Name	Description
Reading	Week 7 Readings	Required Readings: • Sensoy, O., & DiAngelo, R. (2017). Chapter 7: Understanding the invisibility of oppression through sexism. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 102-118). New York: Teachers College Press.
		Supplementary Readings (not required): • Martino, W., & Pallotta-Chiarolli, M. (2005). Chapter 4: Being a Girl. In <i>Being Normal is the only way to be: Adolescent perspectives on gender and school</i> (pp. 95-121). Sydney, Australia: UNSW Press. • Martino, W. (2008). <i>Boys' Underachievement: Which boys are we talking about?</i> Toronto: Ontario Ministry of Education.
Discussion	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

## Week 8: Addressing Homophobia & Heteronormativity in Schooling (January 11)

- How can we learn from the experiences of queer youth in schools?
- What does it mean to queer teaching?
- youth experiences

## Learning Activities

Type	Name	Description
Discussion	Participation	See "Assignment 1" in Assessment section

## Learning Activities

Type	Name	Description
Reading	Week 8 Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Taylor, Catherine, and Peter, Tracy. 2011. Executive Summary. In Every Class in Every School: The First National Climate Survey on Homophobia and Transphobia in Canadian schools (pp. 13-31). Final Report. Toronto, ON: Egale Canada Human Rights Trust.</li> </ul> <p>Supplementary Readings (not required):</p> <ul style="list-style-type: none"> <li>• Blackburn, M. &amp; McCreedy, L. (2009). Voices of queer youth in urban schools: Possibilities and limitations, Theory into Practice 48: 222-230.</li> <li>• DePalma &amp; Atkinson (2009) Chapter 1: Putting queer into practice: Problems and possibilities. In Interrogating heteronormativity in primary schools (pp. 1-16). Stoke-on-Trent: Trentham.</li> <li>• Youtube (2012) Hate in the hallways: Challenging homophobia in schools: <a href="https://www.youtube.com/watch?v=I7_MRmU6TEo">https://www.youtube.com/watch?v=I7_MRmU6TEo</a></li> </ul> <p>Recommended Reading:</p> <ol style="list-style-type: none"> <li>1. Filax, G., &amp; Shogan, D. (2004). Gender ambiguity and heteronormativity. In J. McNinch &amp; M. Cronin (Eds.), I could not speak my heart: Education and social justice for gay and lesbian youth (pp. 29-42). Regina, SK: Canadian Plains Research Centre, University of Regina.</li> </ol>
Discussion	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

## Week 9: Transphobia & Gender Queer/Variant Youth in Schools (January 18)

- What can we learn from gender diverse youth?
- What is a gender complex approach to teaching?

## Learning Activities

Type	Name	Description
<b>Discussion</b>	Participation	See "Assignment 1" in Assessment section
<b>Reading</b>	Week 9 Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Rands, K. (2009). Considering transgender people in education: A gender-complex approach. <i>Journal of Teacher Education</i>, 60(4), 419-431.</li> </ul> <p>Supplementary Readings (not required):</p> <ul style="list-style-type: none"> <li>• Sykes, H. (2004). Genderqueer: Transphobia and homophobia in schools. <i>Orbit</i>, 34(1), 21.</li> <li>• Wyss, S. (2004). 'This was my hell': The violence experienced by gender non-conforming youth in US high schools. <i>International Journal of Qualitative Studies in Education</i>, 17(5), 709-729.</li> <li>• Ryan, C., Patraw, J. &amp; Bednar, M. (2013). Discussing princess boys and pregnant men: Teaching about gender diversity and transgender experiences within the elementary school curriculum, <i>Journal of LGBT Youth</i> 10: 83–105.</li> </ul>
<b>Discussion</b>	Weekly Responses Online	See "Assignment 2" in Assessment section for more details.

## Week 10: Presentations & Group Classroom Activities (January 25)

- What activities or strategies can we present and participate in that convey our understanding and application of social justice issues in schools?
- Presentations

<b>Learning Activities</b>		
Type	Name	Description
<b>Project</b>	Group Presentations and Class Activity/Discussion	See "Assignment 4" in Assessment section
<b>Discussion</b>	Participation	See "Assignment 1" in Assessment section

## Learning Activities

Type	Name	Description
Reading	Week 10 Readings	Supplementary Readings (not required): • Sensoy, O., & DiAngelo, R. (2017). Chapter 11: “Yeah, but...” Common rebuttals. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 185-197). New York: Teachers College Press.

### Week 11: Presentations & Group Classroom Activities (February 1)

- What activities or strategies can we present and participate in that convey our understanding and application of social justice issues in schools?
- Presentations

## Learning Activities

Type	Name	Description
Project	Group Presentations and Class Activity/Discussion	See "Assignment 4" in Assessment section
Discussion	Participation	See "Assignment 1" in Assessment section
Reading	Week 11 Readings	Supplementary Readings (not required): • Sensoy, O., & DiAngelo, R. (2017). Chapter 12: Putting it all together. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 199-211). New York: Teachers College Press.

### Week 12: Presentations & Group Classroom Activities (February 8)

- What activities or strategies can we present and participate in that convey our understanding and application of social justice issues in schools?
- Presentations

## Learning Activities

Type	Name	Description
Project	Group Presentations and Class Activity/Discussion	See "Assignment 4" in Assessment section
Discussion	Participation	See "Assignment 1" in Assessment section

## Assessment Activities

Type	Name	Description
Assignment	Assignment 1. Participation in Class (Ongoing)	You will attend class, participate in large and small group discussion and activities/tasks. You will also draw on your weekly reflections to generate productive and respectful dialogue with classmates.

## Assessment Activities

Type	Name	Description
<b>Assignment</b>	Assignment 2. Weekly Responses Online (Wks 2-9)	<p>What is expected in my reading reflection? You must make explicit reference to at least ONE reading via a quotation or paraphrase that you then follow up via discussion of its meaning to you, interpretation, etc., and relevance for your teaching practice. Use the first-person. Avoid summarizing. Provide a focus to your reflection. Consider posing questions based on the topic and then think about answering them. What I am looking for here is critical thought, genuine engagement and analysis.</p>
		<p>How often am I meant to post and where? You are expected to post in FORUMS every week from week 2 – week 9.</p>
		<p>What is my timeline for posting weekly responses? While it would be helpful to have you prepare for the onsite class by posting this online reflection before you come to class, you may also benefit from attending class first and then deciding to post after. You have the entire week to post.</p>
		<p>Should I be responding to my colleagues' postings too? You may respond to colleagues online, but you are expected to participate in class discussions and thus may concentrate your responses to on-site meetings.</p>

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## Assessment Activities

Type	Name	Description
<b>Assignment</b>	Assignment 3. Artefact + Reflection Paper (Due Wk 6, Dec 7/21)	<p>In this paper, you should focus on either a particular equity issue or a range of equity issues that are relevant for your future practice and/or current interest. You must make explicit references to readings, etc. but you must show a practical example of how you could implement a particular aspect of the topic in your own classroom, school, or school community. Choose an artefact to help you explain this application. Your reflection component explains the artefact but also considers the challenges, limitations, and possibilities of implementing the application in your own practice.</p> <p>Your paper should be between 6-8 pages (2000-2500 words including references), double-spaced and typed. Please input no fewer than THREE references where AT LEAST TWO are from the course and AT LEAST ONE is from your own research.</p> <p>.</p>

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## Assessment Activities

Type	Name	Description
Assignment	Assignment 4. Group Presentations & Class Activity/Discussion: Building Knowledge and Understanding about Teaching for Equity & Social Justice (Due Wks 10, 11, 12)	You will create a presentation to be posted online and design and conduct an activity to be delivered in class. This is a fairly open-ended project and can focus on one of the topics we've already examined in the course, elaborate upon a topic, extend a topic, or consider a new angle altogether that is related to the core principles of the course via the course readings. That is, notions of oppression, privilege, equity and social justice and the implications for teaching practice must be a core theme for your presentation. The major purpose is to give students the opportunity to research or examine a particular equity or social justice issue in greater depth. Once you have investigated the topic then you will need to plan in your groups how you are going to present what you have learned and what the implications are for teaching equity and social justice in schools.

### This course meets the following Course Outcomes:

Equity & Social Justice: Equity and social justice

Race, Culture, Multiculturalism: Race, culture, multiculturalism, and anti-racism

Gender & Education: Gender and education

Social Class & Education System: Social class and the education system

Sexuality & Transgender Issues: Sexuality and transgender issues in education

Disability & Oppression: Disability and oppression

Indigenous Issues & Education: Indigenous issues and education

Race, Gender, Sexuality & Social Class: Intersection of race, gender, sexuality and social class

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)