

UBC TEP: Sept 24, 2019

Oh no, not another social justice workshop!: Practical strategies for thinking about and converting equity creeds into deeds

Özlem Sensoy, PhD Simon Fraser University ozlem@sfu.ca

ARTICLES OF INTEREST:

Tatum, B. D. (2000). The complexity of identity: "Who am I?." In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism* (pp. 9-14). New York: Routledge.

Johnson, A. (2000). The social construction of difference. In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism* (pp. 15-20). New York: Routledge.

Sensoy, Ö. (2012). "Ball Licky-Licky!": Pedagogical strategies for interrogating pop culture images. [Online] *Films for the Feminist Classroom*, 4(1), (Article 3). Available here: http://ffc.twu.edu/issue_4-1/feature_Ozlem_Sensoy_Pedagogical_Strategies_Interrogating_Pop_Culture_Images_4-1.html

Professor Doug Kellner's blog with various essay on media and culture:
https://pages.gseis.ucla.edu/faculty/kellner/2009_essays.html

OTHER RESOURCES:

Iceberg of culture:

<http://globalcompetency.wikispaces.com/file/view/iceberg2Culture.gif/121647553/711x517/iceberg2Culture.gif>

Media Smarts: mediasmarts.ca

Media Literacy Week (Oct 07-11, 2019): medialiteracyweek.ca

Canadian Teachers' Federation media literacy pages: ctf-fce.ca/en/Pages/Issues/Media-Literacy.aspx

Campaign for a Commercial Free Childhood: commercialfreechildhood.org

Shameless magazine: shamelessmag.com

Advertising Age magazine: adage.com

Adbusters: adbusters.org

5 Core Concepts & 5 Key Questions for CML Source: Center for Media Literacy (medialit.org)

<p>Five Core Concepts</p> <p>All media messages are constructed.</p> <p>Media messages are constructed using a creative language with its own rules.</p> <p>Different people experience the same messages differently.</p> <p>Media have embedded values and points of view.</p> <p>Media messages are constructed to gain profit and/or power.</p>	<p>Five Key Questions</p> <p>Who created this message?</p> <p>What techniques are used to attract my attention?</p> <p>How might different people understand this message differently from me?</p> <p>What lifestyles, values, and points of view are represented in or omitted from this message?</p> <p>Why was this message sent?</p>
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MEDIA LITERACY WEEK: Oct 07 – 11, 2019

Using ideas from today (L) and tips on organizing social justice content for classroom settings from Adams et al (next p of handout), brainstorm lesson/unit to enhance curricular objectives during MLW this year.

<p>Discourse (what things “mean”)</p> <p>Socialization (learning the norms of culture)</p> <p>Identity (individual/ group)</p> <p>Genealogy of an image or group (historical perspective)</p> <p>Pop culture & media consumption (how to read, active/passive consumption)</p>	<p>Social studies/ History (current events, “hashtag” activism, citizenship, historical films “must they be accurate?” “fake news”)</p> <p>Language Arts (social media, self-narration, “selfies” and self-portraits, books into movies)</p> <p>Science (prediction, data collection and mapping, representations of scientists, madness, “hack” science – zombies, vampires, witches)</p> <p>Math (sorting, ratio, frequency, probability, representations of mathematics and mathematicians in media)</p> <p>PE (body image, health data, representations of “the perfect body,” dieting/ weight training, WWE, MMA, sports stars)</p>
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Sequencing Learning Activities

The overall progression of learning activities within any one curriculum design is another important consideration in designing social justice education courses. We consider several factors in selecting and sequencing activities so that the overall flow of the course makes sense to students. This careful sequencing also enables us to introduce concepts and activities in an incremental way that builds upon student awareness and learning at different phases of the course (Weinstein, 1988).

Low to Higher Risk Sequencing. Learners need to feel safe in order to be willing to express and examine deeply held feelings, confusions, and assumptions about the issue. Low risk activities in the beginning of a social justice education course are designed to help students get acquainted, understand interaction guidelines, and engage in superficial discussions before moving to activities that require more risky disclosure of feelings and perspectives. Moving from individual reflection to discussions in pairs or small groups before engaging in whole group discussions is also a way to progressively increase the level of risk as discussions proceed.

Concrete to Abstract Sequencing. This sequencing principle reflects our belief that students learn best when their understanding of oppression is firmly rooted in concrete experiences and examples that provide a foundation for analysis of abstract concepts and the multiple levels on which oppression operates.

Personal to Institutional Sequencing. In most of our courses we begin with personal content, then introduce an institutional and cultural focus. We start with a personal focus because this level is easier for students to explore initially. After examining their own experience and socialization, and gathering information from many sources including readings, lectures, and discussions, students are usually better prepared to explore how oppression operates on institutional and cultural levels.

Difference to Dominance (or Diversity to Justice) Sequencing. This sequence first focuses on helping students describe and understand their own experiences as members of different social groups and listen to others in the course talk about their experiences and perspectives. The focus is on respecting, understanding, and acknowledging difference. After this, the concepts of dominance, social power, and privilege are introduced to help students understand that difference is not neutral, that different social groups have greater or lesser access to social and personal resources and power.

Psychological and Logical Sequencing. The structure of the course should make both psychological and logical sense to both facilitators and participants. Logical sequence requires beginning with what people already know and presenting information that can be gradually integrated into expanding levels of analysis. Psychological sequence refers to how participants negotiate the course at the psychological and emotional levels. The low risk to higher risk sequence supports effective psychological sequencing.

What? So What? Now What? Sequencing. This sequence is a guide for organizing process as well as content by increasing awareness (What), thinking and analysis (So what) and experimenting with new behavior (Now what) (Borton, 1970, 93). It begins by asking "What" students currently know and feel in order to identify the information and supportive climate needed for initiating an activity or the course as a whole. The question, "So What?" refers to how students process an activity or activities to draw meaning that expands their awareness and knowledge. The question "Now What?" addresses the implications of what students have learned and the next steps to be taken given new knowledge and awareness.

PEER-ASSESSMENT/CHECK-IN IN 5 AREAS BELOW

Recommend: Schedule a time with a social justice mentor (perhaps once/month) to go through each item below (and serve as a mentor to another colleague for the same). Articulate a detailed response. Commit to working on one of the items for your next check-in.

1) SOCIAL JUSTICE SCHOLARSHIP

- a) In what ways am I developing my social justice *vocabulary*?
- b) In what ways am I seeking out *academic readings and resources* on topics related to race, gender, class, disability, and other issues of social justice?
- c) In what ways am I continuing to situate myself in terms of my group memberships? E.g. can I name my own key social identities and articulate how one's identity is shaped individually as well as collectively? What identities are easier to work through (e.g. gender/sexuality), and which are more difficult (e.g. race/ethnicity)?

2) AS TEACHER (CLASSROOM DYNAMICS)

- a) How do I organize my classroom activities in response to dynamics of individual students with unique personalities, as well as a collection of social group members?
- b) How do I regularly revisit my curriculum choices to ensure that a diversity of authors are read by my students?
- c) How do I practice skills (such as avoiding good/bad, right/wrong binaries, practicing both/and thinking) when intergroup tensions arise in the classroom?

3) AS COLLEAGUE (WIDER WORKPLACE DYNAMICS)

- a) How do I get informed about the social justice initiatives that exist at my workplace?
- b) What is my plan to actively support the work of the Diversity office in my institution in order to support my colleagues, the staff, and the students here?
- c) If I am in a position of privilege (e.g. in terms of gender as masculine male, or race perceived as White), do I monitor my group's tendency to control and direct workplace interactions (such as meetings)?

4) AS SOCIAL BEING IN THE WORLD

- a) Have I practiced identifying and naming how racism functions in the world around me (at the drugstore, grocery store, among friendship groups, theatre and movies I attend)?
- b) How do I avoid remaining silent, how do I practice addressing racist and hetero/sexist incidences when they occur?
- c) Are there friends in my wider circle who make me cringe around their racism and hetero/sexism? How have I committed to working with them to reduce their racism/sexism?

5) BEING A MENTOR TO SOMEONE – BEING MENTORED BY SOMEONE

- a) Have I identified someone who is slightly ahead of me in the learning process, who I can check-in with and troubleshoot around challenging issues when they arise?
- b) Have I made myself available to serve as a mentor to someone who might need to check-in and troubleshoot challenging issues?
- c) What is my 1 month, 6 month, and 1 year plan to work on developing my skill set and vocabulary on one aspect of racism or hetero/sexism?