If Ikea made a car and other bad ideas (and some good ones)
for social justice practice

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Associate Professor Faculty of Education
Mandate:

The purpose of the British Columbia school system is to enable the approximately 630,000 students enrolled each school year to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy.
On the other hand... analysis of the system

...what it takes to achieve individual potential and in turn a healthy society...

“If there is no struggle there is no progress. **Power concedes nothing without a demand.** It never did and it never will.”

(Frederick Douglass, 1857)
to develop: individual potential a healthy society a prosperous economy

...Power concedes nothing without a demand
Aboriginal peoples are younger than rest of the population:

- nearly 50% under age 25 compared to 30% of non-Indigenous population
- 33% below age 15 compared to 20% of the non-Indigenous population
- Children up to 10 account for 40% of the urban Aboriginal population.
Full report available on the CTF website:

## Resources Available for Aboriginal Education

Please indicate how sufficient you believe each of the following resources in your school is as it pertains to integrating Aboriginal content and perspectives into the curriculum:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Entirely sufficient</th>
<th>Barely sufficient</th>
<th>Insufficient</th>
<th>Not applicable</th>
<th>Don't know</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding allocated to Aboriginal education</td>
<td>337 (18%)</td>
<td>302 (16%)</td>
<td>420 (22%)</td>
<td>101 (5%)</td>
<td>721 (38%)</td>
<td>1,881</td>
</tr>
<tr>
<td>Resource and reading materials and books</td>
<td>417 (22%)</td>
<td>476 (25%)</td>
<td>511 (27%)</td>
<td>49 (3%)</td>
<td>428 (23%)</td>
<td>1,881</td>
</tr>
<tr>
<td>Professional development and training</td>
<td>338 (18%)</td>
<td>376 (20%)</td>
<td>713 (38%)</td>
<td>76 (4%)</td>
<td>378 (20%)</td>
<td>1,881</td>
</tr>
<tr>
<td>Support provided by Aboriginal teachers/elders</td>
<td>281 (15%)</td>
<td>331 (18%)</td>
<td>671 (36%)</td>
<td>134 (7%)</td>
<td>464 (25%)</td>
<td>1,881</td>
</tr>
</tbody>
</table>
Professional Development

Have you participated in any professional development activities to develop/enhance your knowledge and/or skills pertaining to First Nation, Métis, or Inuit history, cultural perspectives or contemporary issues?

No 48%  
Yes 52%
2017: 494,525 international students in Canada at all levels of study
This is a 34% increase between 2014 and 2017
### Figure 5: International students in Canada, top 15 countries of citizenship (2016, 2017)

<table>
<thead>
<tr>
<th>Country</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>131,135</td>
<td>140,530</td>
<td>+7%</td>
</tr>
<tr>
<td>India</td>
<td>76,075</td>
<td>123,940</td>
<td>+63%</td>
</tr>
<tr>
<td>South Korea</td>
<td>21,175</td>
<td>23,050</td>
<td>+9%</td>
</tr>
<tr>
<td>France</td>
<td>20,625</td>
<td>21,925</td>
<td>+6%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>7,420</td>
<td>14,095</td>
<td>+89%</td>
</tr>
<tr>
<td>USA</td>
<td>12,760</td>
<td>13,975</td>
<td>+10%</td>
</tr>
<tr>
<td>Brazil</td>
<td>9,200</td>
<td>11,775</td>
<td>+28%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>10,640</td>
<td>10,880</td>
<td>+2%</td>
</tr>
<tr>
<td>Japan</td>
<td>7,770</td>
<td>7,950</td>
<td>-2%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>7,640</td>
<td>7,415</td>
<td>-16%</td>
</tr>
<tr>
<td>Iran</td>
<td>5,120</td>
<td>5,955</td>
<td>+45%</td>
</tr>
<tr>
<td>Mexico</td>
<td>3,060</td>
<td>4,310</td>
<td>+41%</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>3,700</td>
<td>4,095</td>
<td>+11%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>4,190</td>
<td>4,070</td>
<td>-3%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>4,070</td>
<td>4,070</td>
<td>-3%</td>
</tr>
</tbody>
</table>
…the proportion of the general population of colour in Canada is much greater than the proportion of racialized elementary and secondary educators and educational counsellors.

In other words, there are proportionally many more students of colour than there are educators of colour. More than this, the gap between the groups appears to be widening.

Friday, October 8

I am the principal/teacher of a small school (44 students) in a small, fairly isolated, Metis community. I live and work in my community by choice. One of the big reasons that I choose to live here is because this is very much a non-consumer/non-commercial school and community. We do not have a store, gas station, restaurant, hotel etc. in our community. In fact the only place that you could spend money here is at the post office if you were to buy stamps. This means that our school will be quite the anomaly for your survey as we are very much out of the consumer loop.

I am very distressed at seeing the corporate agenda enter into the public school environment. My daughter went to school in Winnipeg where there was a McDonald’s 50 yards from the front entrance of the school and there were 5 Coke machines in the hallways. I find this intolerable.

We try to keep the corporate agenda out of our school. I hope that this insidious creeping consumerism and commercialization is a major concern for the Canadian Teachers’ Federation.

I, personally, would find it impossible to work in a school surrounded with corporate commercialism, which is why I work where I do.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Website</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Google.com</td>
<td>Search engine</td>
</tr>
<tr>
<td>2</td>
<td>YouTube.com</td>
<td>Search engine</td>
</tr>
<tr>
<td>3</td>
<td>Facebook.com</td>
<td>Search engine</td>
</tr>
<tr>
<td>4</td>
<td>Baidu.com</td>
<td>Search engine</td>
</tr>
<tr>
<td>5</td>
<td>Yahoo.com</td>
<td>Search engine</td>
</tr>
<tr>
<td>6</td>
<td>Instagram.com</td>
<td>Search engine</td>
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<td>7</td>
<td>Twitter.com</td>
<td>Search engine</td>
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<tr>
<td>8</td>
<td>Xnxx.com</td>
<td>Porn</td>
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<tr>
<td>9</td>
<td>Vk.com</td>
<td>Social network</td>
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<tr>
<td>10</td>
<td>Wikipedia.org</td>
<td>Social network</td>
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<tr>
<td>11</td>
<td>Xvideos.com</td>
<td>Social network</td>
</tr>
<tr>
<td>12</td>
<td>Yandex.ru</td>
<td>Search engine</td>
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<tr>
<td>13</td>
<td>Pornhub.com</td>
<td>Porn</td>
</tr>
<tr>
<td>14</td>
<td>Amazon.com</td>
<td>Social network</td>
</tr>
<tr>
<td>15</td>
<td>Google.com.br</td>
<td>Search engine</td>
</tr>
<tr>
<td>16</td>
<td>Live.com</td>
<td>Search engine</td>
</tr>
<tr>
<td>17</td>
<td>Google.co.in</td>
<td>Search engine</td>
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<td>18</td>
<td>Google.co.uk</td>
<td>Search engine</td>
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<tr>
<td>19</td>
<td>Xhamster.com</td>
<td>Porn</td>
</tr>
<tr>
<td>20</td>
<td>Ok.ru</td>
<td>Search engine</td>
</tr>
<tr>
<td>21</td>
<td>Mail.ru</td>
<td>Search engine</td>
</tr>
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<td>22</td>
<td>Google.co.jp</td>
<td>Search engine</td>
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<td>Reddit.com</td>
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<tr>
<td>26</td>
<td>Netflix.com</td>
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<td>qq.com</td>
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<td>Google.ru</td>
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</tr>
<tr>
<td>30</td>
<td>Ampproject.org</td>
<td>Search engine</td>
</tr>
</tbody>
</table>

**TOP 30 MOST VISITED WEBSITES IN THE WORLD**

[Source: HOTINSOCIALMEDIA.COM]
“The parents in my district are so conservative, I can’t get away with teaching LGBTQ issues…”

“My administration keeps saying, ‘Politics has no place in school,’ what can I do my hands are tied…”

“I don’t want to be accused of pushing my values onto students…”

“I know that (racism, poverty, homophobia) are important issues but I’m a new teacher, I can barely keep up with the curriculum without also adding social justice in the mix…”

“I get that there are problems... I just don’t know where or how to start…”

The notion that a quick eight-step approach could be used to have people become engaged in culture, learning, institutional change, diversity, racism, and many other highly complex areas of inquiry conflicts with the notion that critical learning and engagement involves an on-going process, not just a lesson plan…

While content certainly has a place in education, the context is pivotal to education and schooling.

Paul Carr, 2008
Educators are juggling…

Provincial mandate (to develop individual potential, a healthy society, prosperous economy)

Academic evidence of institutional/structural forces of oppression

Ongoing disenfranchisement of Indigenous Ss from schooling

Insufficient resources for teachers to integrate Indigenous content

Willful ignorance/avoidance of pro-D to develop Ts’ knowledge

BIPOC: families, Ss, Ts, As – often working in isolation

Internationalization of schooling/higher ed; increased dependence

Linguistic and ethnic diversity; globalization

Entrepreneurialism; corporate and market-driven activities in schooling; sponsored classrooms and curricula

Information and media literacy needs/pressures of web; opportunities of web 2.0

Social isolation; cyberbullying; cybersecurity

Parental, family needs/anxieties re politics, Islamophobia, “isms”
The result… a firehose of social issues and political priorities

To state that a role of schools is to contribute to the preparation of young people for adult roles and active citizenship in Canadian society masks the complexities of the task.

What knowledge, skills and dispositions any one of us needs to live a fulfilling, successful and productive adult life is not something that lends itself readily to a "once-and-for-all" definition - either by any one individual or collectively by the state. **Today the increasing recognition of Canadian cultural diversity and the uncertainties associated with technology and a changing global economy serve only to add to the ambiguity associated with this agenda. Yet this is the task of schools.**

Dr. Jon Young
*(Education Canada, 2004)*
As a result, social justice education can... often look like the “Ikea car” metaphor action

MANAGING VOLUME
Further, social justice education can also... often look like the “chocolate runway”

MANAGING URGENCY
Shift our thinking about socially just teaching as...

- **CONTENT** (ideal lesson plans and materials)
- **ATTITUDE** (good vs bad people)
- **BELIEF SYSTEM** (which we must convince others of)

...to SJT:

- **A LENS OF INQUIRY** (for understanding society)
- **A SCHOLARLY, EVIDENCE-BASED DISCIPLINE** (not a “feeling,” slogan, or political correctness)
- **AN APPROACH** (an analysis strategy for addressing structural inequity)
Engineering lens?
- structural supports
- type of lighting placement of refrigeration
- energy consumption
- location of exits
- smoke detectors, sprinkler systems

Nutrition lens?
- quality of food in deli, calorie/ fat profile
- range/ freshness of vegetables and fruits
- availability of organic foods
- is meat and produce local
- how perishable foods are stored
- unprocessed v processed foods

Marketing lens?
- amount of time shoppers spend in each aisle/ what draws their attention
- most popular items?
- how foods are positioned on the shelves
- how color and signage is used
- what items are best placed at the check out to entice customers

Social Justice lens?
- the location of the store in relation to the wider neighborhood?
- Is store accessible? Public transportation?
- Are products affordable in relation to average income of neighborhood?
- Who is assigned to what (washing the floors v managing departments)
- How are employees treated? Pay range, schedule flexibility, health insurance?
- Work conditions? Union?
A different metaphor: SJE as a practice (not a belief system)
✔ Think in terms of **structures and patterns**, not simply individual incidences or people

✔ Assume a **stance of humility** as a life long learner **whose moves will shift and develop** as one gains more knowledge and skills

✔ Understand that **how we respond** to the world (actions/practices/solutions) **comes from how we see** the world (perspective/theory/consciousness)

✔ Recognize that we are social beings, always in **contextual and dynamic relation** to one another
✔ Consult widely to not simply guide a response to, but to **shape your understanding of the equity “problem”** (as well as the systems ahead and beyond the immediate initiative)

✔ Consider **not only personal dispositions** but also skill level (and skill) taking on an equity initiative

✔ **Construct rest stops** on the highway – where are the opportunities to ask for help, and strategies to respond mid-stream to problems.
So: How one might work with the concept of SJE as a lens of inquiry rather than a set of values/beliefs?

5 established SJ concepts > SJ practices
“because racism is so ingrained in the fabric of American institutions, it is easily self-perpetuating. All that is required to maintain it, is business as usual…[when] people do not disrupt unfair systems of privilege, they are—willingly or unwillingly—on the moving sidewalk, receiving White privilege and inadvertently enabling racism” ~ Bev Tatum
Concept 2: **Identity** is the interplay between your individuality & your social group memberships

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**History**
A given time and place

**Immigration**
(institutional actors “Pavl” > “Paul”)

**Professional advancement**
(“Prof.” or “Dr.”)

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**Place**

**Family**

**Gender**

**Language**

**Culture**

**Ethnicity**

**Class**

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Özlem Şensoy

Ozlem Sensoy

Ms. Ozlem Sensoy

Dr. Özlem Sensoy

Prof. Özlem Sensoy
Concept 3:

Identity is shaped both internally (how you identify) and externally (how you are identified).
# 4: Who I am is a product of home socialization along with messages in society about people like me.
Socialization: systematic training into the norms of one’s culture

Socialization via family…

Then knowledge transmitted formally in schools…

…but also via popular culture

blue, messy eater, large, deep voice

What if… pink, neat eater, small, high voice
Whether we agree with them or not, we all learn the “rules” of classification of people we encounter...
i.e. the rules about which ideas belong to which bodies.

Is this image Masculine or Feminine?
The 1920s & 1930s...

Rudolph Valentino

The 2000s...

Electric Testosterone!

SIX-PACK ABS!

DRESS FOR MORE SEX

GAIN MUSCLE, LOSE POUNDS

The Male Brain: Turbocharge It!

1,273 SEXY WOMEN CONFESS—WHAT THEY WANT IN BED!

Jamie Foxx
Key ideas to rethink the internal work to social justice education

**Concept 1:** There is no neutral ground

**Concept 2:** Identity = individual-me + social group-me

**Concept 3:** Identity = shaped internally + externally

**Concept 4:** Our ideas about people shaped by messages about those “like me” and “not like me” in wider culture

**Concept 5:** These wider cultural messages socialize on the “rules” of which bodies are normalized to which ideas.
In response, do: Change your working metaphor of social justice pedagogy
**Do:** In the classroom, practice seeing individual as well as group identities

When members of oppressed groups have to choose between individuality and group identity it is a no-win situation. If a person chooses individuality it becomes extremely difficult to maintain ties to their own community. They look different but act the same as the rest in the organization. If on the other hand, they choose to preserve their cultural identity, they find themselves both isolated in the organization and facing perpetual resistance to their claiming of cultural identity.

To overcome tokenism, we need to create organizational cultures that enable everyone to claim both their individual and their cultural integrity.

Margo Adair and Sharon Howell, 1997 *Tools for Change*
**Do:** Excavate hidden ideologies (or at least name them as a struggle) in class

“Barbaric cultural practice”?
His “honor” wounded?
Stalking is romantic, charming, and sexy

“He pulls up outside my duplex. I belatedly realise he’s not asked me where I live - yet he knows... What able, cell phone-tracking, helicopter owning stalker wouldn’t?”

From: *Fifty Shades of Grey*
Do: Become aware of patterns people learn to navigate mainstream spaces

Tendencies of people in PRIVILEGED positions

**Defines parameters**, judges what’s appropriate; often patronizing

Often seen as, and **feels, capable**

**Comfortable talking**, interrupting, may raise voice

Sees solutions to problems as promoting better **feelings**

Unaware of hypocrisy, contradictions

Tendencies of people in OPPRESSED positions

Feels inappropriate, awkward, does not trust own perception, **expects others in authority to set agenda**

Often seen as, and **feels, disruptive**

Finds it difficult to speak up, timid, tries to please, **holds back anger**, resentment

Sees **solutions** to problems in actions that change conditions

**Sees contradictions**, hypocrisy at all levels

toolsforchange.org
Strategies for people in PRIVILEGED positions - “Do’s” and “Don’t”s…

Don't expect to be trusted.
Don't ignore or minimize differences by emphasizing Similarities.
Do look for political differences rather than personality conflicts.
Don't expect to be treated as an individual outside of your group's history.
Don’t try to guess what’s needed.
Don't assume that the visible reality is the only one operating.
Do remember that others speak about more than the conditions of their own group.
Don’t defend mistakes by focusing on good intentions.
Do appreciate efforts to point out mistakes. (You must be doing something right, or no one would bother to tell you what's wrong.)

Do: Respond to the patterns
Thank you.