

Title: Social Justice in Multicultural Societies: Comparative Approach

Number of Hours: 15

Course Description

This course focuses on multiple perspectives on social justice and related efforts in different cultural contexts at national and global levels. Through readings and seminar dialogues, students will explore societal issues related to injustice, new poverty lines, and power. They will question oppressive social structures while practicing critical thinking and anti-bias ethics. To deepen their consciousness as responsible citizens, they will analyze systemic structural inequities and societal practices by using a comparative approach across multicultural democracies. In order to formulate their actions as agents of change in society, students will integrate their knowledge through applying concepts and principles of critical theory on social justice.

“Not everything that is faced can be changed. But nothing can be changed until it is faced.” (James Baldwin)

Teaching Outcomes:

Upon the completion of this course, students will be able to

1. Develop knowledge of theories and research related to social justice in their future profession.
2. Apply their understanding of theories for analyzing and interpreting social justice issues in different cultural contexts.
3. Demonstrate skills to integrate knowledge and handle complexity as they identify injustice in multicultural societies, and propose strategic steps to address it.
4. Communicate their critical stance to advocate for social justice both in local and larger scholarly and civic communities.

Program and Syllabus : The course includes 6 Modules (15 hours)

Module 1: (2 hours) Introduction to Social Justice

- Taking a critical social justice approach
- Overview of critical theory
- Culture and socialization
- Prejudice vs. discrimination
- Oppression and power
- Process of knowledge production
- Social justice issues in the United States

Module 2: (3 hours) Oppression through Racism: Focus on the United States

- Social construction of race
- Racism and racial superiority
- Minoritized groups and immigration
- Internal and attitudinal privilege

Module 3 (2 hours) Intersectionality through Classism in Western Societies

- Class socialization
- Intersectionality
- Social class and hidden curriculum
- Class differences - silencing voices

Module 4 (3 hours) Language and Social Justice, Critical Literacies

- Marginalized groups and language rights in multicultural democracies
- Critical literacy in democracies
- Media literacy for social justice

Module 5 (3 hours) Invisibility and Oppression through Sexism, Gender, and Sexuality ; Privilege through Ableism

- What makes sexism difficult to see?
- Gender inequalities in societies
- Discourses of sexism in advertising, movies, music
- Judgmental categories of ability and disability
- Equity Literacy Framework: case study analysis

Module 6 2 hours) Action and Advocacy for Social Justice

- Recognizing, reflecting, and acting: road to advocacy
- Individual's roles as global citizens
- Sharing Podcasts: Advocacy for selected issues

Methods of Teaching:

Readings, critical reflection, dialogues, debates, team work on case study analysis, and collaborative problemsolving activities.

Evaluation Method

The assignments below will be evaluated by using rubrics and checklists which are aligned with the teaching/learning outcomes.

(1) My thoughts on readings: Students will use critical thinking by producing short reflection papers on readings. (15% of course grade)

(2) Course discussions: Students will use Freirean methodology to engage in dialogues on thoughtprovoking issues to practice professional communication skills. (15% of course grade)

(3) Case studies on social justice: Students will critically analyze case studies about diversity and social justice in light of theories and research, and propose evidence-based solutions while using the Equity Literacy framework (Gorski and Pothini, 2018) (35% of course grade)

(4) Advocacy Project Podcast: To apply their knowledge and skills related to efforts for social justice, students will develop a Podcast on a selected social justice issue. The purpose of the Podcast is to disseminate knowledge on social issues within the given community through digital technologies. (35% of course grade)

Reference Bibliography (The course is designed based on the bibliography below. It is not a list of readings for students.)

Bartolomé, L. I. (2006). The struggle for language rights: naming and interrogating the colonial legacy of "English only". *Human Architecture: Journal of the Sociology of Self-Knowledge*, 4(3), 5.

Cantone, K. F. (2020). Immigrant minority language maintenance in Europe: Focusing on language education policy and teacher-training. *International Multilingual Research Journal*, 14(2), 100-113.

Darder, A., & Torres, R. (2017). *The critical pedagogy reader*. Routledge.

DiAngelo, R., & Sensoy, Ö. (2009). "We don't want your opinion": Knowledge construction and the discourse of opinion in the equity classroom. *Equity & Excellence in Education*, 42(4), 443-455.

Gorski, P., & Pothini, S. (2018). *Case studies on diversity and social justice education*. Routledge.

Mullen, C. A. (Ed.). (2021). *Handbook of social justice interventions in education*. Springer.

Sensoy, Ö., & DiAngelo, R. J. (2012). *Is everyone really equal? An introduction to key concepts in social justice*

education. Teachers College Press.