

COURSE TITLE: TEACHING FOR SOCIAL JUSTICE: 2010 Conference

NO OF CREDITS: 1 QUARTER CREDIT
[semester equivalent = 0.66 credits]

REVIEWER: MIKE SEYMOUR, M.S. JOSLIN BLANKINSHIP
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COURSE NO: SS413X

COURSE DESCRIPTION:

Globally issues of human dignity, equity, basic rights, health and justice are as critical today as at any time in history. This course is offered to attendees of the October, 2010 Northwest Conference on Teaching for Social Justice to help apply learning from the conference and outside reading to their professional situation. Teaching that helps to deconstruct the downside of an economically-driven modern world plays a crucial role in giving students greater choice for a meaningful future. To receive credit, educators taking this course will be expected to have attended a full day at the conference as well as complete the outside assignments.

LEARNING OUTCOMES:

As a result of taking this course, participants will:

- Recap significant perspectives learned at the conference.
- Have an opportunity to reflect on additional reading pertinent to the assignment.
- Create a plan of action to apply the above learning to their professional situation.

UNIVERSITY QUARTER CREDIT INFORMATION

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Following are general course requirements weighted for determining the granting of university quarter credit. Antioch University Seattle requires 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor. Teachers who register for Antioch University Seattle 500 Level Quarter Credit will be required to:

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| 1. Attend the full day of the conference | 70% |
| 2. Complete all outside assignments | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

• HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Instructor Name:

Course Number:

Course Name:

Date:
Assignment #:

Credit Level: 500

500 LEVEL OUTSIDE ASSIGNMENTS for UNIVERSITY QUARTER CREDIT

Assignment #1:

Briefly describe the presentations you saw at the conference and mention the highlights (if pertinent) you took away from each.

Assignment # 2:

Read and complete the accompanying self-assessment titled “20 Self-Critical Things I Will do to be a Better Multicultural Educator.” Include some brief reflective commentary after each statement where you feel led to do so. This document is downloadable from our web site:

www.hol.edu, then in the Find a Course: Search By field, enter the course number SS413X, click on the course link, then scroll down to the bottom of the page and click on **the bold/blue** link saying **Multicultural Educator Self-Assessment**.

ASSIGNMENT DUE DATE, COMMENTS & FORMAT

- These assignments sent to Joslin Blankinship (customerservice@hol.edu) before 11/1/09 – unless other arrangements are made.
- Indicate in your Email message if you wish to receive comments on your work.
- Please send documents in MS Word, or RTF (Rich Text) format, or as a PDF.

ABOUT THE REVIEWER:

Mike Seymour, M.S., has been associated with K-12 education since 1990, most recently in his role as President and Director of The Heritage Institute, a program of continuing education for K-12 teachers. Mike is also the founder and Director of a non-profit sponsored by The Heritage Institute, Youth for a New World, which engages youth in global issues and local solutions. Earlier Mike was a consultant and trainer to schools, school districts and Educational Service Districts on such diverse subjects as leadership, visioning and planning, and at-risk students. Mike has been board member, Chairman of the Board and volunteer Executive Director of Community for Youth, a highly innovative and successful mentoring program for high-risk minority students in three of Seattle’s most low-performing high schools. Mike has a special interest in open, democratic forms of education that allow students to engage in real world issues. He has a B.S. in Comparative Literature from Columbia University and a M.S. in Marriage & Family Therapy from Seattle Pacific University.

**TEACHING FOR SOCIAL JUSTICE: 2009 Conference
BIBLIOGRAPHY & REQUIRED READING**

BIBLIOGRAPHY

Bigelow, Bill. *Rethinking Our Classrooms: Teaching for Equity and Justice*. Volume 2; 2001. # ISBN-10: 0942961277; # ISBN-13: 978-0942961270. Available from Amazon.com new for \$9 and used from \$4.75, shipping is additional

This new companion volume to the original *Rethinking Our Classrooms* is packed with compelling articles about teaching, as well as curriculum ideas, lesson plans, and resources, all grounded in the realities of the classroom. Like the bestselling first volume, *Rethinking Our Classrooms*, Volume 2 is an invaluable tool for educators striving to promote social justice and high-quality student learning.

Christenson, Linda. *Teaching for Joy and Justice*. 2009. # ISBN-10: 0942961439, # ISBN-13: 978-0942961430. \$19.95 Online at: http://www.rethinkingschools.org/publication/tfjj/tfjj_intro.shtml
Through story upon story, Christensen demonstrates how she draws on students' lives and the world to teach poetry, essay, narrative, and critical literacy skills. *Teaching for Joy and Justice* reveals what happens when a teacher treats all students as intellectuals, instead of intellectually challenged. Part autobiography, part curriculum guide, part critique of today's numbing standardized mandates, this book sings with hope -- born of Christensen's more than 30 years as a classroom teacher, language arts specialist, and teacher educator. Practical, inspirational, passionate: this is a must-have book for every language arts teacher, whether veteran or novice.

Pelo, Ann. *Rethinking Early Childhood Education*. 2008. # ISBN-10: 0942961412, # ISBN-13: 978-0942961416. Available from Amazon.com new for \$18 or used starting at \$17.95; shipping is additional.

Ann Pelo has been an early childhood educator and teacher mentor for 18 years. She studied Child Development and Family Studies at Purdue University, earning a Masters degree in 1992. From 1992 until 2008 she worked at Hilltop Children's Center in Seattle as a teacher of 3-, 4-, and 5-year-old children and as the Mentor Teacher, responsible for professional development at the center. During that time, Pelo was active in the national Worthy Wage Campaign, an effort to improve the wages and working conditions of child care teachers. Pelo has traveled extensively both in the United States and abroad to work with child care and Head Start teachers on emergent, Reggio-inspired teaching practices and on social justice education.

Sonia Nieto. See a list of her publications at:
http://sonianieto.com/Research_Publications.html