

ED 304: Teaching for Social Justice in Teacher Education

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Office Hours: Tues/Thurs 11:45 am-1:30pm. Wed: 10 am-11 am Thurs. 2:45-3:30pm

Course Overview:

This course explores the intersection of social justice and education. We will critically examine the role of educators in promoting equity, inclusivity, and anti-bias practices within educational settings. Through readings, discussions, and practical activities, students will develop a deeper understanding of social justice principles and their application in teaching.

Course Objectives:

1. Understand the theoretical foundations of social justice in education.
2. Analyze the impact of privilege, power, and oppression on educational outcomes.
3. Develop strategies for creating inclusive and culturally responsive classrooms.
4. Explore curriculum design through a social justice lens.
5. Reflect on personal biases and assumptions.

Course Goals

- Develop an understanding of the principles of social justice and how they can be applied in the classroom.
- Explore the ways in which social justice can be integrated into teaching practices and curriculum development.
- Develop an understanding of the role of the teacher in promoting social justice in the classroom.
- Develop an understanding of the impact of social justice on student learning and achievement.

Common Ground Framework (revised)

- *Competency 1: Reflect on One's Cultural Lens*
Standards A-D
- *Competency 2: Identify, Understand, and Take Steps to Address Cultural Bias in the System*

Standards A-F

- ***Competency 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed***

Standards A-D

- ***Competency 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families***

Standards A-E

- ***Competency 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success***

Standards A-F

Assessment:

- Participation and engagement in class discussions (20%)
- Reflective journal entries (30%)
- Check for Understanding (3) 30%
- Final Project: Analyze a social justice issue in education (20%)

Inclusive Instructor Statement (New Statement)

Welcome to Teaching for Social Justice!

I'm Dr. Dipali Puri, and I am deeply committed to creating a classroom environment that is inclusive, respectful, and supportive—one where every student feels valued, heard, and empowered to grow academically, socially, and personally.

Our learning journey is enriched by the diverse backgrounds, lived experiences, and perspectives each of you bring. By embracing our differences and recognizing our commonalities, we cultivate a dynamic space that fosters intellectual curiosity, critical thinking, and meaningful collaboration. A truly inclusive classroom is not just a place where knowledge is shared, but a space where identities are acknowledged, voices are uplifted, and every individual feels encouraged to contribute authentically.

To guide our interactions and engagement, we will focus on three core principles:

- * Inspiring Growth—Learning is a continuous process, and I encourage you to embrace challenges, take risks, and view mistakes as valuable opportunities for learning and self-improvement.

* Honoring Commonalities and Differences—Our classroom is strengthened by the diversity of thoughts, cultures, identities, and experiences that each of you bring. We will foster an environment that respects and appreciates these differences while also recognizing the shared values that unite us.

* Practicing Respectful Communication—Dialogue is central to learning, and I encourage open and thoughtful discussions where ideas are exchanged with kindness, understanding, and mutual respect.

I strive to cultivate a space where you feel safe to express your ideas, engage with complex topics, and challenge perspectives in a way that is constructive and growth-oriented. Your unique insights are an essential part of our shared learning experience, and I encourage you to bring your full, authentic self to our classroom. I wholeheartedly respect and honor the pronouns you prefer to use, your individuality, and the unique experiences that shape your perspective.

Inclusive practices are at the core of how we interact. I am mindful of the needs of neurodiverse learners, prioritize health and wellness, and actively support an environment where every student's identity is recognized and respected. Professionalism, empathy, and mutual respect guide my approach, and I ask that we collectively uphold these values in our interactions with one another. Clear, open, and respectful communication ensures that we all feel heard, valued, and supported in our learning journey.

Linguistic Diversity Statement (New Statement)

In my courses, I wholeheartedly celebrate and respect the rich linguistic diversity each of you brings to our learning community. Language is deeply intertwined with identity, culture, and lived experience, and I encourage you to communicate in ways that reflect your authentic self. Every dialect, accent, and language variety is valued here—not just as a means of expression, but as an essential strength that enriches our collective learning.

I am committed to using inclusive and accessible language in both my teaching and interactions, and I invite you to do the same. By fostering an environment where all voices are acknowledged, appreciated, and uplifted, we create a space where everyone feels empowered to participate fully and meaningfully.

Together, we will cultivate a learning atmosphere built on respect, understanding, and the recognition that linguistic diversity is a powerful asset that enhances our shared experience.

Academic Integrity Policy:

All members of the Juniata College community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Using another writer's published or unpublished words and ideas and representing them as your own, without giving

credit and acknowledging your source, is an act of academic dishonesty. Juniata's Academic Integrity Policy: <https://www.juniata.edu/offices/dean-of-students/pathfinder/academic-info.php>

Accessibility Statement for Students with Disabilities:

Juniata is committed to provide equitable access for student learning. To arrange for an accommodation based on a documented medical condition, mental health condition or learning disability (or if you suspect you have one), please contact Naomi Radio, Interim Director of Accessibility Services radion@juniata.edu. I encourage you to confirm that the office has received a copy of your accommodation letter and schedule a time for us to meet to discuss your needs. It is best to submit accommodation requests before the semester begins, although requests can be made at any time during the semester.

Sex Discrimination/Sexual Harassment/Sexual Violence:

Juniata College affirms the rights of all to live in a community free of interpersonal violence and seeks to connect individuals with the highest quality professional support and guidance when such acts occur. College policy is compliant with federal Title IX law that prohibits discrimination, harassment and violence based on sex and gender (including sexual discrimination, sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation and retaliation). If you or someone you know has been the target of sex discrimination, harassment or sexual violence, you can receive confidential support and guidance from the Office for the Prevention of Interpersonal Violence (the SPoT, Ellis Hall), staff of the Juniata Counseling Services (814-641-3353), the College medical staff (814-641-3410), the College Chaplain (814-641-3360) or from Huntingdon House (domestic/dating violence/stalking hotline at 814-643-2801) or the Abuse Network (sexual assault hotline at 814-506-8237).

Non-confidential reports can be directed to Matthew Damschroder, Acting Title IX Coordinator (Founders Hall, 814-641-3157, damschm@juniata.edu) or to one of the other Deans in the Dean of Students Office, Founders Hall. You can also report to Huntingdon Borough Police at 814-643-3960 or 911. Except as noted above, all Juniata professors and staff are designated as responsible employees (non-confidential) and are required to report sexual misconduct to the Title IX Coordinator. Every effort will be made to protect your privacy and confidentiality, to the greatest extent possible, while balancing our collective efforts to make our campus a safer place for everyone.

Access to Resources

a. The Writing Center: Please make appointments with the Writing Center, a FREE service for Juniata students. This is a great resource for all writers—you are encouraged to use it! The three-step process to get an appointment with a Writing Center tutor:

1. Email writing@juniata.edu to request a tutoring session & tell them a few details about the essay (what course? which professor? tutor preference?)

2. When you receive an email assigning you a tutor, please send your paper and a copy of the assignment to the tutor (IF you have a paper – you can also be brainstorming and just want to talk! IF you have an assignment – sometimes instructors just give oral instructions)

3. Meet your tutor face-to face, via Zoom, Facetime, or any other medium that works for both of you to receive feedback and share ideas about how to improve your writing.

b. Academic Coaching is available to all students by appointment through the Learning Services office. Coaches guide students to identify their real and perceived barriers to academic success. They assist students with navigating those barriers by cultivating self-awareness of their strengths, and help them develop skills and strategies to become better learners and better self-advocates for their learning. For more information or to schedule an appointment please contact Blair Cutright, Coordinator of Learning Services, Case Management and Academic Support, at LearningServices@juniata.edu

c. Peer mentoring is available to all students by appointment through Learning Services. Peer Mentors help students meet their goals with academic and personal success skills development. Through individual and group interactions (both online and face-to-face), they cultivate and model healthy peer relationships, improve study and communication skills, encourage teamwork, collaboration, problem solving, empathy and understanding of others. Peer Mentors are knowledgeable about resources on campus, facilitate connections to resources and serve as a role model. For more information or to schedule an appointment please contact Blair Cutright, Coordinator of Learning Services, Case Management and Academic Support, at LearningServices@juniata.edu

Additional Recourses/References (Added/New)

- Facing History and Ourselves. (n.d.). Teaching resources. Retrieved from [\[https://www.facinghistory.org\]](https://www.facinghistory.org)(<https://www.facinghistory.org>)

- Human Rights Education Associates. (n.d.). Human rights education materials. Retrieved from [\[https://www.hrea.org\]](https://www.hrea.org)(<https://www.hrea.org>)

- Southern Poverty Law Center. (n.d.). Social justice curriculum. Retrieved from [\[https://www.splcenter.org\]](https://www.splcenter.org)(<https://www.splcenter.org>)

- Teaching for Change. (n.d.). Creating transformative learning environments. Retrieved from https://www.teachingforchange.org
- Teaching Tolerance (Learning for Justice). (n.d.). Equity and inclusion lesson plans. Retrieved from https://www.learningforjustice.org
- The Zinn Education Project. (n.d.). Teaching people’s history. Retrieved from https://www.zinnedproject.org

Course Outline:

	Topic	Reading/Assignment
Week 1:	<ul style="list-style-type: none"> ● Introductions ● Review Syllabus/Course Requirements ● Social Justice ● Equity, Diversity, Inclusion 	<ul style="list-style-type: none"> ● For Thurs: Read Equity, Literacy for All (posted on Moodle) ● Reflection/response

<p>Week 2:</p>	<ul style="list-style-type: none"> Promoting Equity and Inclusion in the Classroom. 	<ul style="list-style-type: none"> “Danger of Single Story Discussion Questions Due: Read James Baldwin “A Talk to Teachers” Assignment Due: Reflection on Baldwin’s Talk
<p>Week 3:</p>	<ul style="list-style-type: none"> Culturally Relevant Pedagogy - Infusing culturally responsive pedagogy into the classroom. 	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <ul style="list-style-type: none"> Cultural Autobiography Due: January 30, 2024 </div> <ul style="list-style-type: none"> Read: Culturally Responsive Teaching — National Equity Project
<p>Week 4:</p>	<ul style="list-style-type: none"> Social Studies 	<p>Read Chapters 1 and 2: What and Why of S.S. and Teaching for Diversity</p>
<p>Week 5:</p>	<ul style="list-style-type: none"> Guest speaker Tuesday: Dean of EDI What and why of Social Studies Diversity 	<p>Chapter 1: What and Why of Social Studies</p> <p>Chapter 2: Diversity</p>
<p>Week 6:</p>	<ul style="list-style-type: none"> Diversity 	<p>Chapter 2: Diversity</p> <p>Check #1:</p>
<p>Week 7:</p>	<ul style="list-style-type: none"> Guest speaker Tuesday, Feb. 27, 2024: Derek James, Dean of EDI Current Events 	<p>EDI Reflection Due:</p> <p>Read Chapter 4: Current Events</p>

		Bring in current events and analysis
Week 8:	Social Studies Planning	<ul style="list-style-type: none"> ● Chapter 9: Planning Units, Lessons, Activities
Week 9:	Spring Break- Enjoy! 😊	
Week 10:	Chapter 10: Five Great Teaching Strategies	<ul style="list-style-type: none"> ● Read Chapter 10 ● <i>Elevator Pitch Due:</i>
Week 11:	School, Family, Community Connection to inclusive practices Funds of Knowledge	Positive Parenting https://positivepsychology.com/positive-parenting/ Parenting Styles https://www.verywellmind.com/parenting-styles-2795072 Check #2
Week 12:	Culturally Responsive Assessment	nceia.org/blog/a-culturally-responsive-classroom-assessment-framework/
Week 13:	CRSE PA Standards	
Week 14:	Critical Race Theory and impact in education	
Week 15:	Share Social Justice issue analysis.	

Week 16:	Wrap-Up for Semester	<ul style="list-style-type: none">● Final Reflection Due: discuss growth, challenges, and future steps
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