Teaching for Social Justice: Sharing Resources and Tools
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(includes notes from the NITOP presentation)

Defining social justice
“...social justice includes a vision of society in which the distribution of resources is equitable and all members physically and psychologically safe and secure” (Bell, 1997, p. 1).

Psychological aspects of social justice
- Rules, norms, attitudes (Lee, 2011)
- Product (i.e., goals) and process (i.e., how to achieve the goals; Bell, 1997)

Teaching for social justice and action learning includes a focus on
- Ethical values, care, and respect (Marshall & Olivia, 2006)
- Power (Apfelbaum, 1979; Deaux & Bikmen, 2010; Green, 1998; Young, 1993)
- Fairness (Crosby & Franco, 2003; Rawls, 2001)
- Moral responsibility (Kohl, 2001)

Teaching for social justice learning outcomes
- Perspective-taking and raised-consciousness (Seider, 2009)
- Empathy (Jordi, 2011)
- Personal transformation (Friere, 1970; hooks, 1994)
- Multiple “ways of knowing” (hooks, 1994)
- Collective action and advocacy (Green, McCollum, & Hays, 2008)

Experiential Learning- outcomes
- Civic engagement (Schlehofer & Phillips, 2013)
- Perspective-taking (Eretzian Smirles, 2011)
- Raised-consciousness (Lechuga, Clerc, & Howell, 2009)
- Personal transformation (Butler Byrd, 2008-2009)
- Multiple “ways of knowing” and critical thinking skills (Archer & Wong, 2010)
- Collective action and advocacy (Whelan, 2002)

Using the resources on the SPSSI Teaching Development Program Webpage
http://www.spssi.org/index.cfm?fuseaction=Page.viewPage&pageId=647 (which includes links to several other websites)
- Teaching personal responsibility: Following a discussion of prosocial behavior, assign students to participate in the Day of Compassion http://www.socialpsychology.org/teach/compassion.htm
- Teaching students about empathy, inequality, and/or social class: Following a discussion of social inequality, have the students collectively answer questions on the playspent.org website (on overhead). If time permits, bring in several monopoly games and have students play Monopoly http://www.socialpsychology.org/action/2011winner.htm

Using the resources on the SPSSI Policy Hub and Advocacy Center Webpages
- Teaching students about power: Following a discussion of the Stanford Prison Experiment, share information about experiential learning and the impact of the experiment on the researchers. Provide students with links to Craig Haney’s work on Prisonization http://aspe.hhs.gov/hsp/prison2home02/haney.htm and Philip Zimbardo’s work on the Lucifer Effect http://www.lucifereffect.com/ Next, discuss ways to engage in social action. Share the tools on the SPSSI PolicyHub (e.g., writing a policy brief, writing letters to the editor). Share the brief on Interrogations http://www.spssi.org/_data/n_0001/resources/live/SPSSI%20Briefing%20Use%20of%20Torture%20in%20Interrogations_FINAL.pdf

Notes from Wendy R. Williams, Berea College wendy_williams@berea.edu
Activities and Ideas for Teaching Social Class
- Two good places to start for a variety of activities
Since the publication of these two resources, there is a proliferation of videos that can be used for classroom discussion (e.g., youtube, Daily Show, Ted talks). A few examples of the variety are:

- Wealth Inequality in America
  - [https://www.youtube.com/watch?v=QPKKQnijnsM](https://www.youtube.com/watch?v=QPKKQnijnsM)
- How economic inequalities harms society
- Capuchin monkeys reject inequality
  - [https://www.youtube.com/watch?v=KSryJXDpZo](https://www.youtube.com/watch?v=KSryJXDpZo)

Similarly, a variety of interactive websites have come online that can help students visualize various aspects of economic inequality.

- Dollar Street (i.e., what poverty around the world looks like)
- Costs of Hunger

One activity not included in those two resources is to use two opposing policy papers (one from a conservative think tank and one from a liberal think tank) to get students thinking critically about various debates related to social class. Assign the papers for reading. Then once students arrive in class, they are randomly assigned to one side or the other, and they must work with their team to put on a formal debate.

- Debate topic: “The American dream is Alive and Well”

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APA Guidelines for the Undergraduate Psychology Major Version 2.0 (2013)

- Prepare students for sociocultural competencies (Appendix C identifies this theme throughout all 5 learning goals)
- Go beyond acceptance to appreciation of diversity
- Infusion across the curriculum
- Sensitivity to power, privilege, and discrimination
- Intersections among social identities
- Raise awareness of oppressions & articulate methods for working toward social justice

**Intersections of Identity Education Project.** See website for more information and links to projects: [https://sites.google.com/site/drkimcase/intersections-project](https://sites.google.com/site/drkimcase/intersections-project)

**Learning Objectives**
- to promote student understanding of multiple social identities, intersectionality theory and the complexity of group membership and identities, and the matrix of oppression;
- to provide experiential student learning opportunities for direct and applied social action with regard to intersecting identities;
- to develop students’ prosocial behavior and strengthen their public education skills for building community awareness of social inequalities.

**Resources**

**Book:** *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*, Edited by Kim Case (2013)

**Article:** Systems of Privilege: Intersections, Awareness, and Applications. 2012 special issue of the *Journal of Social Issues*, Volume 68, Issue 1

**Website:** Intersections of Identity Project website-Instructor pedagogical resources, learning goals, sample syllabus, intersectionality handout for students, student project outcomes, videos, links, and more [https://sites.google.com/site/drkimcase/intersections-project](https://sites.google.com/site/drkimcase/intersections-project)

**Website with links:** Kim Case website with links to publications on teaching and learning about privilege and intersectionality [https://sites.google.com/site/drkimcase/publications](https://sites.google.com/site/drkimcase/publications)