

Global Environment
High School for Environmental Studies

UNIT 1: INTRODUCTION TO SOCIO-ECOLOGICAL JUSTICE AND INEQUALITY

September – October

Learning Objectives:

1. Explain social justice education and why you believe it is (or is not) important.
2. Describe how social categories of race, class, gender are created and how they influence how we see the world.
3. Differentiate between a traditional education ideology and a critical pedagogy ideology.
4. Document how advertisements are perpetuating the social categories and norms that dictate social life and critically analyze the messages that we are being sent through them.
5. Connect a social justice framework to ecology and environment.
6. Define new terminology in a socio-ecological justice framework.
7. Explain how wealth inequality in America using a socio-ecological justice framework.
8. Explore your community through mental mapping and reflections
9. Share your thoughts using web-based tools including blogs, Flickr, and twitter.
10. Document your learning in a journal that reflects upon the day's lesson.

Readings: You must complete all readings in class or at home and participate in online discussions on the course blog.

1. Conceptual Frameworks for Diversity and Social Justice. Section 1. Conceptual Frameworks
 - a. Introduction to Frameworks for Diversity and Social Justice (BLOG AUTHOR _____)
 - b. Tatum's "The Complexity of Identity: 'Who am I?'" (BLOG AUTHOR _____)
 - c. Kirk and Okazawa-Rey's "Identities and Social Locations: Who am I? Who Are My People?" (BLOG AUTHOR _____)
 - d. Johnson's "The Social Construction of Difference" (BLOG AUTHOR _____)
 - e. Bell's "Theoretical Foundations" and Hardiman, Jackson, Griffin's "Conceptual Foundations" (BLOG AUTHOR _____)
 - f. Young's "Five Faces of Oppression" (BLOG AUTHOR _____)
 - g. Harro's "Cycle of Socialization" (BLOG AUTHOR _____)
 - h. Harro's "Cycle of Liberation" (BLOG AUTHOR _____)
2. Ogbu & Simons (1998). Voluntary and Involuntary Minorities: A cultural-ecological theory of school performance with some implications for Education. *Anthropology & Education Quarterly*. 29(2). 155-188. (BLOG AUTHOR _____)
3. Jackson, J. (2001). *Class(ed) Acts, or Class is as Class Does*. In *Harlemworld*. Chicago. University of Chicago Press. (BLOG AUTHOR _____)
4. McLaren, P. (2009). *Critical Pedagogy: A look at the major concepts*. In the *Critical Pedagogy Reader*. New York. Routledge. (BLOG AUTHOR _____)
5. Kilbourne, J. (1999). In your face...all over the place: Advertising is our environment. In *Can't buy my love: How advertising changes the way we think and feel*. New York. Touchstone. (BLOG AUTHOR _____)
6. *Inequality: It Matters. An Interview with Janet Gornick (2013)* (BLOG AUTHOR _____)
7. Gruenewald, D. (2010). *Place-Based Education: Grounding Culturally Responsive Teaching in Geographic Diversity*. In *Place-Based Education in the Global Age*. New York. Routledge. (BLOG AUTHOR _____)

Short Videos

- TED Talk: Chimamanda Adichie: The Danger of a Single Story (BLOG AUTHOR _____)
- TEDxMidAtlantic: Cameron Russell: Looks aren't everything. Believe me, I'm a model. (BLOG AUTHOR _____)
- Wealth Inequality in America (BLOG AUTHOR _____)
- Killing Us Softly (BLOG AUTHOR _____)
- RSA Animate: Changing Education Paradigms (BLOG AUTHOR _____)
- Def Poetry - Mayda del Valle – Descendancy (BLOG AUTHOR _____)

Films

- *People Like Us* (BLOG AUTHOR _____)
- *Schooling the World* (BLOG AUTHOR _____)
- *Precious Knowledge* (BLOG AUTHOR _____)

Project: Neighborhood Ad Busters Project. Go into your neighborhood and take photos of the advertisements you see. Share them on instantly on Instagram or create a short (6 second video) on vine using critical comments and hashtags. (BLOG AUTHOR _____)

Community Research. Document these assignments on your own webpage at the Global Environment Research site.

1. Defining Terms: How do YOU define community? How do YOU define environment? How do YOU define nature? Where are these places for you? How do you see yourself in these various places? How have they influenced you and you them? What are your defining experiences with these places?
2. Mental Map: We will create a mental map of our community the first week of school and use these as reference points throughout our research. Our mental map is a drawing from memory of your neighborhood.
3. Community Reflection: Reflect on your experiences in your community. What are the environments and behaviors in your favorite places? What are the environments and behaviors in your least favorite places? Why? How would you improve your community? What does your ideal community look like and why?