

Course: Social Justice as a field of Educational Work with Young People

General information	
Course Name	Social Justice as a field of Educational Work with Young People Social Justice as a field of Educational Work with Young People
Course code	SGIDL1180.1
Lecturer(s)	Zisis, Christos (christos.zisis@haw-kiel.de)
Occurrence frequency	Regular
Module occurrence	In der Regel jedes Semester
Language	Englisch

Qualification outcome	
<i>Areas of Competence: Knowledge and Understanding; Use, application and generation of knowledge; Communication and cooperation; Scientific self-understanding / professionalism.</i>	
The students know the fundamental and basic conceptualizations of the term social justice	
They can name the main structural reasons for inequality, including a lack of quality information, advice, guidance and advocacy for disadvantaged and marginalized young people	
They can discuss and reflect on social justice within various work areas and from an international perspective	
They know the critical pedagogical work/ethics towards social fair processes, discourses and strategies for intervention within an educational context	

Content information

Content	<p>Social Justice, as a conceptual term, but as sociopolitical and material/immaterial demand has undergone major changes in the last years in both, the social and educational academic landscape, as well as in the pure societal level. Critically affected by the turbulent changes and sociopolitical ruptures in late neoliberal capitalist societies and related discourses and strategies, it has gained momentum and stands as a buzzword to a whole range of spheres : from educational and civic policy, to critical education and memory/history studies, up to a steady due demand of new social movements.</p> <p>In this Seminar, apart, apart from fundamental and basic conceptualizations of various approaches of the term, we will discuss and reflect on various angles of social justice within an educational work perspective through policy papers, educational projects and selected case studies within an international context: from museum education, and memory-public history sites opting for social justice and societal transformation, to critical pedagogical work/ethics towards social fair processes, discourses and strategies.</p> <p>We will trace the importance of new concepts, such as 'affective', 'contributive' aspects of justice in schools and 'transformative' justice in educational and historical fields, as well as focus on questions such as : Which are structural reasons for inequality, including a lack of quality information, advice, guidance and advocacy for disadvantaged and marginalized young people.</p> <p>Is there a room for intervention and work towards social justice within an educational context?</p> <p>How do historical/memory sites produce and present alternative 'readings' or aspects of so called 'bottom-up' history, striving for social justice and transformation? Which are the involved official and unofficial actors, and how do they produce this knowledge? How do grassroots initiatives and social movements work on that direction?</p>
Literature	<p>Di Paulantonio , M. (2014). Foreword. In Roger. I. Simon, A Pedagogy of witnessing : Curatorial Practice and the pursuit of social justice. Albany, NY : SUNY Press.</p> <p>McGregor, G. & Mills. M. (2012) Alternative education sites and marginalised young people: 'I wish there were more schools like this one', International Journal of Inclusive Education, 16:8, 843-862, DOI: 10.1080/13603116.2010.529467</p>

Teaching format of this course

Teaching format	SWS
Übung	2

Examinations

Ungraded Course Assessment	Yes
-----------------------------------	-----