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Nota di contenuto	Cover; Title Page; Copyright; Contents; List of Tables and Exhibits; Foreword; Preface; Acknowledgments; About the Authors; Chapter 1 Uncovering Epistemology: Frameworks Supporting a Change Agenda; Positivism versus Postpositivism; Postpositivism and Context; Postpositivism versus Relativism; Participatory Research as a Model for Knowing; Co-Researchers; Praxis; Emancipation; Conclusion; Chapter 2 A Toolkit for Understanding a Social Justice Paradigm; Defining Social Justice; Equity versus Equality; Critical Definitions Social Construction of Identities: Positionality, Dominance, and SubordinationIdentity Intersections: Border Crossing for Empathy; Systems of Power, Oppression, and Structural Inequality; Wealth, Power, and Access: How Are We Doing?; Conclusion; Chapter 3 From Wealthy White Landowners to Affirmative Action to Proposition 209 to Grutter v. Bollinger: A Short History of Social Justice and Injustice in Higher Education; Unequal Opportunity and Injustice for All but a Few; Present Effects of Past Discrimination; Policy Responses to Injustices of the Past What Next? Ignoring the Roots of Inequality or Building Toward EquityEducational Benefits of Diversity; Postracial America?; Conclusion;

Chapter 4 Critical Pedagogy: The Foundation of Social Justice Educational Practice; Social Construction; Historical, Political, and Economic Influences on Knowledge Production; Hegemony and Power: Exposing How Knowledge Is Validated or Invalidated; From Masks of Ideology to Critical Consciousness; Conclusion; Chapter 5 Situating the Self: Barriers to and Strategies for Effective Social Justice Education; Barriers
Mental Models Based on Dominant Narratives about Difference Students' Intellectual-Emotional Tensions in the Classroom; Power as Simultaneously Exercised and Critiqued; Educators' Intellectual-Emotional Tensions in the Classroom; Strategies; Immediacy; Appropriate Self-Disclosure; Moving Past "Getting It" to "Being in It"; Connection, Trust, and Vulnerability; Conclusion; Chapter 6 Media Literacy; Critical Thinking; Objectivity; Ideology; Power; Tools; Helping Students Learn Standards of Legitimacy and Credibility; Saving the Humanities Has to Be a Social Justice Issue We Take On Representation Conclusion; Chapter 7 Disrupting Organizational Practices to Empower People; Conventional Organizational Practices; Technical Rationality; Hierarchy; Systems Approach to Organizations; Holistic Approaches; Interconnectedness; Empowerment; Conclusion; Chapter 8 Strategies for Reinvigorating Social Justice in Higher Education; Critical Counterhegemonic Practices; Counternarratives; Dialectical Disposition; Critical Humility and Compassionate Listening; Matching Learner Meaning-Making Capacity with Effective Learning Strategies; Social Justice Allies; Conclusion; References
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Sommario/riassunto

This groundbreaking book offers educators a clear understanding of the concept of social justice and includes effective practices to help them promote social justice and address identity development on their campuses. In the first half of the book, the authors clarify the definition of social justice as an approach that examines and acknowledges the institutional and historical systems of power and privilege on individual identity and relationships. They provide important frameworks and foundational aspects of understanding social justice, and several chapters explore identity deve
