

1.	Record Nr.	UNISOBSOBE00021918
	Titolo	3: [A-Z]
	Pubbl/distr/stampa	Torino, : UTET Giuridica, 2007
	Descrizione fisica	XIX, 901 p. ; 26 cm
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910962011003321
	Autore	Davis Tracy (Tracy Lee)
	Titolo	Advancing social justice : tools, pedagogies, and strategies to transform your campus // Tracy Davis, Laura M. Harrison
	Pubbl/distr/stampa	San Francisco, Calif., : Jossey-Bass, c2013
	ISBN	9781118417515 1118417518 9781118422083 1118422082
	Edizione	[First edition.]
	Descrizione fisica	1 online resource (274 p.)
	Collana	The Jossey-Bass higher and adult education series
	Classificazione	EDU015000
	Altri autori (Persone)	HarrisonLaura M
	Disciplina	370.11/5
	Soggetti	Social justice - Study and teaching (Higher) Education, Higher - Social aspects Critical pedagogy
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and indexes.
	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 Subordination Identity 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 Equity Educational 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 Name Index

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